DOCUMENT RESUME

ED 051 194 SP 007 258

TITLE	Physical Education in Kentucky Elementary Schools.
INSTITUTION	Kentucky State Dept. of Education, Frankfort.
PUB DATE	68
NOTE	122p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Guides, *Elementary Grades, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Kindergarten, *Physical Education

ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into ten chapters. Chapter headings are: 1) Program Foundations; 2) Administration of the Program; 3) Facilities, Equipment and Supplies; 4) Organizing the Program; 5) Implementing the Program; 6) The Ingredients--The Program; 7) Evaluation; 8) Movement Exploration; 9) Physical Education for the Atypical; and 10) Special Events. The guide is offset printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are listed in chapter 1. Suggestions for activities include both general and specific descriptions. A sample daily, weekly, and monthly activity chart is presented for each grade. Suggestions for teaching methods and guidelines for adapting activities for children of different ages are included. INSTRUCTIONAL MATERIALS: The guide contains a detailed list of facilities and equipment needed for primary and intermediate levels. In addition, an appendix contains a bibliography and a list of sources for audiovisual materials. STUDENT ASSESSMENT: General guidelines for evaluation and lists of specific skills students should possess at the primary and intermediate levels are presented in chapter 7. An appendix contains sample physical fitness tests. (RT)

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PHYSICAL EDUCATION

IN

KENTUCKY ELEMENTARY SCHOOLS

SP007158

Published by

KENTUCKY DEPARTMENT OF EDUCATION

WENDELL P. BUTLER

Superintendent of Public Instruction

VOL. XXXVI September, 1968 NO. 9

FOREWORD

Physical Education is a significant part of the total educational curriculum. It is a way of education through physical activities that are programmed with regard to values in human growth, development, and behavior.

The habits and attitudes of life are formed early, so it is imperative that these habits and attitudes be developed through desirable and meaningful learning experiences for the children. It is our desire that this guide will stimulate continued improvement in the elementary physical education program by providing teachers and administrators with the guidance to meet the basic needs of the students.

Wendell P. Butler
Superintendent of Public Instruction

III

INTRODUCTION

A well-organized program of physical education for Kentucky elementary schools is a comparatively recent development. We now believe that each school has responsibility to provide instruction in all areas of personal development. A balanced program will then include a clearly formulated program of physical education.

Since the elementary classroom teacher will, in many schools, bear responsibility for a large portion of the physical education program, and since most elementary classroom teachers are not specialists in physical education, this guide is aimed primarily at assisting the classroom teacher as he attempts to meet the needs of the student.

In those situations in which a trained physical education specialist is available, he or she will work very closely with the classroom teacher in planning and implementing the total program. This guide should also be a useful resource for this cooperative planning between specialist and teacher. It is our sincere hope that it will give impetus to a new enthusiasm for physical activity as an integral part of the total educational program.

Don C. Bale, Assistant
Superintendent for Instruction

ACKNOWLEDGMENTS

The Kentucky Department of Education expresses sincere appreciation to the educators who contributed to this publication and to the colleges, universities, and local school systems who made their staff members available.

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We wish also to express our gratitude to Mrs. Natalie Oliver, Staff Artist in the Division of Information and Publications, for the cover design and graphic accents used throughout the book; and to Mrs. Martha Ellison, Coordinator of Curriculum Development, for her technical assistance in planning the format and editing the manuscript.

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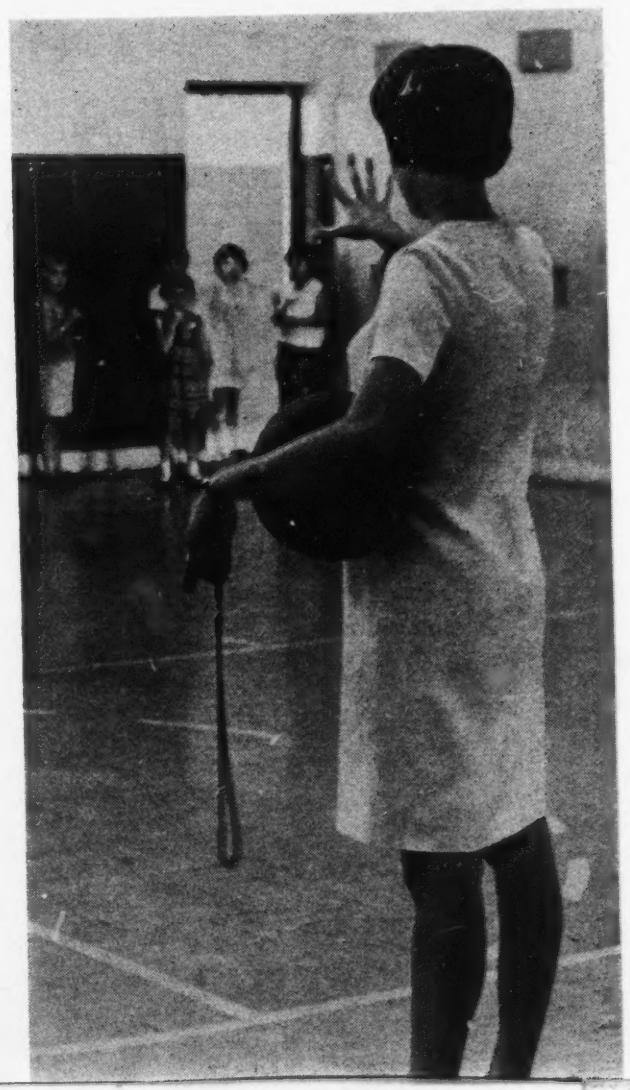
CHAPTER 1

PROGRAM FOUNDATIONS



Changing Concepts

Physical education is an extremely old form of education but is relatively new to the curriculum of most schools. Probably the first form of physical education was the parent instructing his child to defend himself against his enemies, to use his body to obtain food, to make clothing, and to perform the many skills that were necessary for survival in the tribal life of uncivilized man.

Discoveries of ancient drawings, sculpture, and writings have shown that primitive man participated in various forms of physical activities.

The values of and the need for physical education have been stressed by the leaders in every historical era. In 380 B.C., Plato stated, "The lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it."

The first Olympic Games, 776 B.C., initiated the pursuit of excellence in physical contests and gave recognition to successful contestants.

In the early days of America, schools were established to teach children skills necessary to enable them to become responsible members of society. The over-all concept of our schools today is still the same, but the skills considered necessary have changed and are changing in relation to the world in which we live. It would have seemed absurd to our pioneer ancestors to include physical education among the subjects taught in school. Yet as early as 1853 in Boston, special physical training programs were introduced for health reasons. Physicians believed that the health of children was suffering from long periods of enforced sitting, often in cramped positions. Exercises copied from similar programs in Europe, especially in Sweden and Germany, were given daily—usually in the schoolroom.

In the first quarter of the present century, a large percentage of the school population lived upon farms, where they performed tasks

that afforded them fairly adequate physical exercise. In addition, they customarily walked to school. But today our population is rapidly becoming urban or suburban. The daily chores are likely to be few and light, and buses transport the children to school.

Recently many people, including those in high positions of the federal government, have become aware of the serious lack of exercise among our children. The need for more activity has given greater recognition to the values received from a well-organized physical education program. New concepts and opportunities have been created to provide additional learning experiences for the children.

Meaning and Purpose

Physical education is a way of education through physical activities which are selected and carried on with full regard to values in human growth, development and behavior. Because it is a phase of the total educational program, physical education aims for the same general goal that gives purpose to all the other learning experiences of the school—the well-rounded development of all children and youth as responsible citizens in our democratic society.[1]

The main objective of physical education is to contribute in every possible way to developing a fully functioning human being. School personnel should be aware of more than the techniques of teaching motor skills and games. To effectively plan the physical education program to meet the needs of the individual child, they must understand the development of the normal child throughout his school life—not only his mental development, but also his physical and social development.

Goals and Objectives

Because physical education is a part of general education, teachers should help children learn—

—to explore movement and discover the varieties of ways of moving,
—to become as skilled as possible,
—to progress in skills,
—to listen and to follow directions,

[1]Kentucky Department of Education, "Planning and Developing the Elementary Physical Education Program", *Education Bulletin*, XXV: 6 (1957).

—to recognize and acknowledge their strengths and weaknesses,

—to do their best even though they do not win,

—to accept others,

—to relate to others in an environment of acceptance, encouragement and praise,

—to understand the meaning of waiting turns,

—to be fair and honest,

—to feel good about themselves,

—to recognize that everyone has a contribution to make to the group and should feel free to do so without group censure or ridicule,

—to see the relationships between what they do in physical education and what they do in other subjects within the school,

—to relate skills (social and physical), knowledges, and learnings in physical education to their life outside of school,

—to think for themselves and to be free to question,

—to find solutions to problems.[2]

State Requirements and Standards

KRS 156.160

"The Superintendent of Public Instruction shall prepare or cause to be prepared and submit for approval and adoption by the State Board of Education:

(6) Regulations governing medical inspection, physical education and recreation, and other rules and regulations deemed necessary or advisable for the protection of the physical welfare and safety of public school children."[3]

Elementary school pupils shall receive a minimum of 120 minutes a week of supervised physical education activities. This may be given in two daily periods of approximately 15 minutes each or one daily period of 25 minutes—exclusive of "break periods." The class period must be devoted to actual instruction in physical education.

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[2]Madeline Haas Boyer, *The Teaching of Elementary Physical Education* (New York: J. Lowell Pratt and Company, 1965), pp. 211-12.

[3]"School Health Code"; State Board of Education Regulation 48.011; adopted March 28, 1961, under KRS Authority 156.160; supercedes regulation 48.010, formerly SBE 53-3. See also Appendix F, page 114.

Physical Education in the elementary school should consist of a planned program of organized and directed physical education taught by the classroom teacher and/or a specialist in physical education.[4] When the program is taught by the classroom teacher, the services of a consultant or specialist should be provided.[5]

In the elementary physical education program, emphasis should be placed upon the joyous participation in activities selected from the following: rhythmical activities, story plays, games, mimetics, relays, skills, stunts, and self-testing activities.

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[4]See "Scheduling," Ch. II, page 9.

[5]"Physical Education Requirements for the Extended Elementary School Rating" can be obtained by writing the Kentucky Department of Education, Division of Elementary & Secondary Education.

CHAPTER II

ADMINISTRATION OF THE PROGRAM

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Scheduling

An instructional period in physical education should be scheduled as an integral part of the daily program just as music, social studies, or science are scheduled.

The physical education periods should be scheduled for various rooms at different times during the school day so that all the students in a school are not trying to use limited facilities simultaneously.

It may be possible for an administrator to provide a flexible schedule so that the period may vary within the day and from day to day to meet the needs of the students. Primary grades might be free to use the playground and/or gymnasium anytime between 8:30 a.m. and 10:30 a.m., and between 1:00 p.m. and 2:00 p.m. Intermediate grades might occupy the playground and/or gymnasium between 10:30 a.m. and 12:00 a.m., and between 2:00 p.m. and 3:00 p.m. A schedule of this type would provide for better utilization of space and reduce safety hazards. Different age levels or classes should not be scheduled at the same time in the same areas or in adjoining areas.

A school that has the limited services of specialists would receive better results if the specialist were scheduled with the intermediate and upper intermediate grades. This would enable the primary children to take physical education under the leadership of their classroom teacher. The specialist would assist the primary teacher in planning and carrying out the school's physical education program.

Sharing of Individual Talent

When scheduling permits, two teachers may desire to join classes to teach activities for special programs, seasonal sports, or rhythms.

It is recommended that teachers exchange classes when one teacher feels inadequate or when the exchange will benefit the children.

If the school has the services of a specialist, he should be consulted as to the total physical education program.

Weather

If the weather does not permit outside activities, the program should not stop. Scheduling should be such that covered play area,—classrooms, gymnasium, or hallways—may be fully utilized.

Attendance and Excuses

Regular attendance in the physical education program should be required.

Close communication between school administrators and local physicians should be such that a child may be permitted to participate in the physical education program as soon as possible after an illness or injury.

Generally, if a child is well enough to attend school, he is well enough to take part in the physical education activities selected for his needs.

Dressing

Non-slip rubber soled shoes are a must for elementary classes which use a gymnasium or play room floor. A number of elementary schools do not provide facilities for children to change clothes. Girls may be encouraged to keep a pair of jeans or shorts in school to use in some activities. Due to the small amount of class time at the primary level, it is not advisable to require the children to change to a uniform. If time and facilities permit, the classes at the intermediate level would benefit from changing into a standard uniform.

Recess

The value of the traditional recess period has long been questioned. Too often, this period is used as a method of "letting off steam" rather than an instructional period. This does not discredit free play as a means of self-expression. If recess periods are retained, they should be so organized that the activities provide pleasure, participation, and instruction for all students.

Size of Classes

The teaching load of a physical education teacher should not be greater than that carried by other members of the faculty.

Combining two large classes for physical education under the supervision of one teacher does not provide for a good instructional program.

Boys and girls should not generally be separated in their physical education activities up to, and including, the fourth grade. At the fifth and sixth grade level, rhythm activities and group play may be planned to provide occasional coeducational experiences.

Role of the Classroom Teacher

No engineer or builder attempts to build a hospital or school without blueprints. Similarly, no teacher should attempt to teach physical education to elementary school children without plans. Plans do not guarantee that errors will not be made, but they reduce the chance of error to a minimum.

In planning, the teacher must keep in mind individual differences. She must know the needs, interests, and capabilities of the children in her group. She should plan to meet them at their own levels of ability and to assist them in reaching the educationally desirable goals, As an example, for one child, hitting a home run would be an accomplishment, while merely meeting the ball with the bat might be just as much an accomplishment for another child.

Another role of the teacher is to create the proper habits and attitudes. The teacher who requires her students to change to "gym" shoes for the physical education class period and then conducts the class while wearing street shoes is teaching negatively by her own example.

Children tend to imitate those whom they admire and respect. The teacher needs to be certain that the personal example that she sets forth to the children will not lay the basis for improper habits or attitudes. The teacher should be concerned as to the values of physical education in a child's life. The teacher who is enthusiastic and well informed—

—tries to understand each individual child and his reaction to different experiences;
—attempts to provide enjoyment for all;
—helps children develop useful skills;
—seeks to provide an environment free from accidents;
—organizes material and equipment for effective work;
—considers space, facilities and climatic conditions;

—plans and provides for a well-rounded, vigorous program;
—stops the activity when interest is lacking;
—has good discipline;
—is neat and clean in appearance;
—is willing to seek advice from the specialist;
—refrains from keeping pupils out of the physical education class for disciplinary or other unapproved purposes;
—develops an overall plan for physical education for the entire school year, reflecting day by day activities; and,
—understands the accumulated benefits to the student completing the year's program.

Role of the Specialist (Physical Education Teacher)

The specialist helps to interpret the philosophy and objectives of the program, to give services to the child, the teacher, the school, and to improve the quality of instruction.

The specialist:

—provides the classroom teachers with specific assistance in teaching the physical education class;
—knows the existing needs of the program;
—provides the classroom teacher with the latest techniques, activities, and equipment;
—assists the principal in developing a program of physical education that meets the needs of the children with the facilities and equipment provided;
—confers with the principal and teachers about the use and care of equipment and supplies;
—participates in community activities;
—is in attendance at all faculty meetings; and
—works with the principal and teachers in evaluating the physical education program.

Teacher Aides

Many local school districts throughout the state are using teacher aides for the first time. This long-deserved assistance for the classroom teacher, made possible through various federal projects, can be valuable in carrying out certain phases of the physical education program. However, it should be emphasized that, while teacher aides augment the instructional program, the legal responsibility of professional, certified personnel for the instruction and for the safety of the pupils cannot be delegated to teacher aides or to other non-certified personnel. In other words, the aide cannot conduct the instructional program.

Recommended criteria for selection of teacher aides include—

—reputable character
—training and experience
—pleasing personality and neat personal appearance
—good mental and physical health
—ability to work cooperatively with other adults
—ability to work with and understand children
—industrious—should be an enthusiastic worker.[6]

Safety

Safety education is of utmost importance in the physical education program. The environment of physical education classes sometimes creates situations conducive to accidents. Although it is doubtful that accidents can be eliminated entirely, their rate of occurrence can be diminished through proper instruction and supervision.

The use of an accident reporting system established as part of a well-rounded safety program can decidedly help reduce the number of accidents and injuries. Accident reporting is the keystone of all safety programming.[7]

Periodic Medical Examinations

Medical examinations should be given prior to admission to school and subsequent medical examinations at least every fourth year thereafter.

In the event of contagion or any deviation from the normal health status, special attention of a physician should be sought.

Health records are valueless unless consulted by teachers who need such information for individualized instruction.[8]

Public Relations

The public should be informed as to the value of physical education as it relates to the total curriculum. When the public observes a well organized daily program that is carried over into

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[6]Kentucky Department of Education, "Teacher Education Circular #231," Division of Teacher Education and Certification, 1966.
[7]See Appendix J for a sample Accident Report Form.
[8]See Appendix J for Suggested Form.

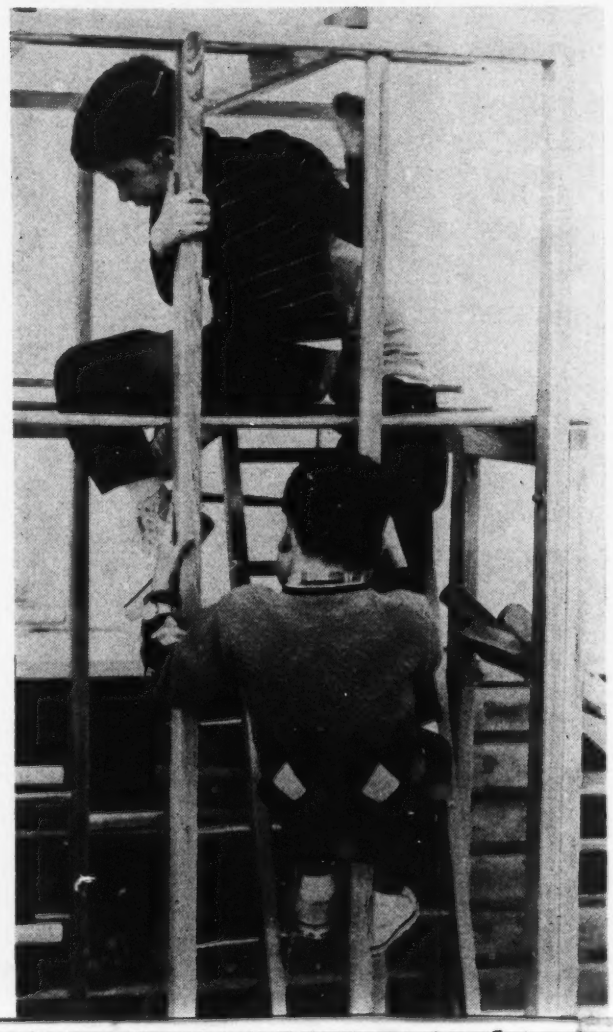
the noon and after school hours, the attitude toward the total school curriculum becomes more positive.

Many means are available to acquaint students and the public with the aims and potential outcomes of a sound physical education program—

—newspapers—local or school
—bulletins
—radio programs
—parents' night
—recognition awards
—health drives
—posters, billboards
—demonstrations.

CHAPTER III

FACILITIES, EQUIPMENT & SUPPLIES



Importance

All programs of physical education are based on the availability and proper selection and use of equipment, supplies and facilities. If the objectives of physical education are to be achieved, there must be sufficient equipment and supplies.

Children learn in proportion to their opportunity to participate. One or two balls in a class of thirty give much less opportunity for achievement than do four or eight or sixteen.

Outdoor Facilities

Schools without a gym or adequate indoor space should put forth every effort to develop outdoor play areas. Physical education class periods, when possible, should be conducted outdoors in the fresh air.

There are certain general principles which should be followed in the improvement and development of playground facilities:

1. Playgrounds should be developed to allow for efficient supervision. The areas requiring the most supervision are the apparatus area and the multiple-use paved area. These areas should be near the main building.
2. Playgrounds should provide maximum safety.
   a. Play areas should be free of holes, ruts, poison ivy or poison oak, debris, and other hazards which may lead to accidents. Fractures, sprains, and bumps are less likely if there are soft landing pits, shavings, sawdust, or sand beneath all apparatus.
   b. A fence is necessary to prevent trespassing and to prevent children from running into the street.
   c. Primary grades should have individual play areas which are set apart from those provided for the older boys and girls.
   d. Spaces for team games, for the intermediate grades, should be away from the building area but easily accessible to it.
3. Each elementary school needs a hard-surfaced play area of resilient-type bituminous. Space should be provided to permit activities for two classes at the same time without hazard. A suggested plan is included in Appendix B.
   a. Hard surfaced play areas should not be used for parking.

b. It is convenient to make permanent game lines on the hard-surfaced area. No paint containing oil should be used.
c. Local engineers should be consulted for properly drained areas.
d. By providing lighting facilities, this area could be used for community recreation.

Playground Apparatus

Used under the proper instruction, playground equipment can furnish children a valuable means of developing physically. The arms, shoulder, abdominal and back muscles may be developed through the use of some equipment items.

To contribute to the development of the children and to meet the objectives of physical education, careful consideration should be given in the selection of the outdoor equipment. For these reasons, such items which involve only "sit and ride" experiences, as swings and merry-go-rounds, are questionable. The slide is also questionable but some feel that the slide is a challenge to overcome fear and that there is value in the climbing.

It should be pointed out that the continual use of the playground equipment does not in itself constitute a physical education program.

Safety is of primary importance in the use of the equipment. Three items should be stressed: (1) how to use each piece of equipment safely; (2) how to follow directions; (3) and how to cooperate in protecting others.

Horizontal Bars—
Activities: Skinning the cat (forward, backward, over the top)
Riding the bicycle
Pull-ups
Leg raises
Knee hangs
Safety Procedures: (a) use of correct grip
(b) proper height of bar
(c) inspection of equipment
(d) know how to drop, landing on the feet with knees slightly bent.

Horizontal Ladder—
Activities: Pull-ups
Riding the bicycle
Leg raises
Traveling (forward with alternating hands, on the side rail both hands on same rail, on the side rails one hand on each rail).

Safety Procedures: (a) use of correct grip
(b) inspection of equipment
(c) know how to drop
(d) no one permitted to sit or walk on top of ladder
(e) start at the same end—move in the same direction
(f) keep a safe distance behind the person ahead
(g) refrain from speed
(h) a wet surface is dangerous.

Jungle Gym—

Activities: Climbing
Skinning the cat (forward, backward, over the top)
Pull-ups

Safety Procedures: (a) correct grip
(b) keeping eyes on rungs
(c) safety, not speed, should be stressed
(d) holding the rungs with hands until feet are on the ground.

Slides—

Safety Procedures:[9] (a) climb the steps on the slide one at a time and keep a safe distance behind the person ahead of you
(b) be sure before starting down that the slide is clear
(c) slide one person at a time, sitting up, feet first, and do not hold onto the sides as you go down
(d) get away from the foot of the slide as quickly as possible.

Teeters (see-saws)—

Safety Procedures:[10] (a) to sit, facing each other
(b) not to stand or run on the board
(c) to keep the feet under the board
(d) to avoid bumping
(e) to warn partners before dismounting
(f) to get off the board when it is in a horizontal position.

Ropes—

Activities: Climb from standing position using feet and legs
Climb from sitting position using feet and legs
Climb from sitting position using only hands
Stunts

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[9]Safety Education Data Sheet No. 69, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois, 60611, Copyright 1956, rev. 1964.

[10]*Ibid.*, p. 22.

Safety Procedures: (a) do not slide down when descending
(b) do not climb too far.

Balance Beam—(low)

Activities: Walk forward, backward
Walk sideways
Hops
Performing with a partner
Performing with small items

Outdoor Equipment

Climbing Structures	Traveling Rings
Horizontal Ladder	Basketball Goals
Climbing Ropes	Volleyball Standards
Softball Backstop	High Jump Standards
Triple Horizontal Bar with the three fixed heights	Tetherball Court

—Equipment a Kindergarten Program Could Use—

Sewer pipe 4′
Climbing horizontal bars
Large hollow blocks, 5½″ x 11″ x 22″
Saw Horses, 2′ x 12″ high — 2′ x 16″ high — 2′ x 20″ high
Large and small packing boxes — nail kegs — ladders
Play boards 5½″ x 3′ x ¾″ — 5½″ x 4′ x ¾″
Walking boards — lengths: 8′, 10′, and 12′
Automobile tires and inner tubes
Locomotive equipment such as wagons, tricycles, sleds, wheel barrows
Ropes, buckets, wash tubs, balls
Garden tools for digging in dirt (child's size)
Small manipulative toys and games
An old farm wagon, boat, car, airplane (These pieces would need to be stripped of doors and gadgets for safety)
A tree trunk with large limbs (makes excellent climbing apparatus when stripped of small branches)
Oil drums
Covered sand box or large tractor tires for sand

Indoor Areas

All-purpose rooms are, at best, only economical substitutes for adequate facilities in all the areas they attempt to serve. Gymnasium-auditorium combinations are acceptable under certain circumstances

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but lunchroom-gymnasiums are not recommended. Permanent bleachers are obsolete and non-functional.[11]

The gymnasium floor should be marked so as to provide areas for a variety of activities.

A storage room of 175 square feet should be directly accessible from the gymnasium floor.

Locker and shower rooms should be made available. Lockers and showers are necessary if the physical education facilities are used year-round. Gang showers are recommended for boys and girls, with ten per cent of the girls' showers being private. To make showers usable by the adaptive students, handrails or safety rails should be installed. Half-size metal lockers are desirable.

The Classroom—The self-contained classroom can provide for limited indoor physical activity for the primary grades but should not be used for instructional physical education. The floor should provide a non-slip surface. The self-contained classroom, therefore, supplements rather than replaces traditional physical education facilities.[12]

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[11]*Planning School Plant Construction,* Kentucky *Educational Bulletin,* 32:3 (March 1964), 137.

[12]*Planning Areas and Facilities for Health, Physical Education, and Recreation,* The Athletic Institute, Merchandise Mart, Chicago, Illinois, 60654.

Equipment Needed for a Good Physical Education Program

GRADES		ITEMS	ITEMS FOR CLASS OF THIRTY
K-1-2-3	4-5-6		
		Playground balls:	
X	X	5 inch	15
X	X	7 inch	15
X	X	8½ inch	10
X	X	10 inch	5
X	X	Cageballs	1
	X	Softballs (12 inch safety)	8
	X	Softballs (12 inch official)	8
	X	Softball bases	2 sets
	X	Softball bats	6
	X	Softball masks	2
	X	Softball bat & ball sets	2
	X	Batting tees	2
	X	Soccer balls	5
	X	Basketballs (Jr. size)	8
	X	Basketball goals	4
	X	Footballs (Jr. size)	3
X	X	Volleyballs	5
	X	Nets	3
X	X	Jumping ropes (7'-8')	30
X	X	Jumping ropes (16')	10
X	X	Fleece balls	15

GRADES		ITEMS	ITEMS FOR CLASS OF THIRTY
K-1-2-3	4-5-6		
X	X	Bean bags	30
	X	Standards (all purpose adjustable for volleyball, badminton, high jump, pull-up bar, etc.)	2 sets
X	X	Hoops	30
	X	Stopwatches	1
X	X	Mats—plastic covering (the number will vary because of size)	6
X	X	Measuring tapes (100')	1
X	X	Inflaters (pressure gauge)	1
X	X	Balance beams	2
X	X	Pinnies	30
X	X	Record players (adjustable speeds)	1
X	X	Records	varies
X	X	Court and field boundary markers	6
	X	Tetherballs	2
	X	Deck tennis rings	6
X	X	First aid kits	1
X	X	Whistles	1
	X	Trampolines	1
X	X	Wands	30
X	X	Scales	1
	X	Peg boards	1
	X	Adjustable horizontal bars	1
X	X	Indian clubs	15

Purchasing Policies

The purchasing of equipment and supplies involves many factors. Some of these factors which the local school would be concerned with are the quality of the material, the safety of the item, the expense involved, the quantity, and the school's needs.

To make the greatest use of available money, the entire school system should pool the purchasing needs. However, needs vary from school to school and it becomes practical for the school superintendent to authorize the school to purchase a small list of supplies. In this case, careful planning will be needed to insure that the equipment or supplies meet the needs of the program.

One individual within the school should be delegated with the responsibility of purchasing and record keeping. The principal might assume this duty or appoint the physical education teacher or a classroom teacher to this duty. Prompt attention to repair and replacement of supplies is more likely under this system.

Storage and Issue

An adequate check-out system and storage system should be used to insure the availability of the supplies. Check-out forms should be prepared in order to save time and to provide continuity. Supplies could be marked if each classroom has the responsibility for them.

The principal or physical education specialist should inspect the central storage area at regular intervals. An established routine of replacement and repairing of the supplies should be instituted.

Three plans are generally used in the elementary school for storage and issue of supplies:

1. Classroom storage—

Advantages	*Disadvantages*
(a) saving of checkout time	(a) expensive duplication
(b) responsibility is fixed	(b) storage is needed for each classroom
(c) supplies that are available are known	
(d) lack of competition	

Twenty-five square feet of storage space should be provided for balls, ropes, pins, and other equipment that is classroom controlled.

2. Central storage—

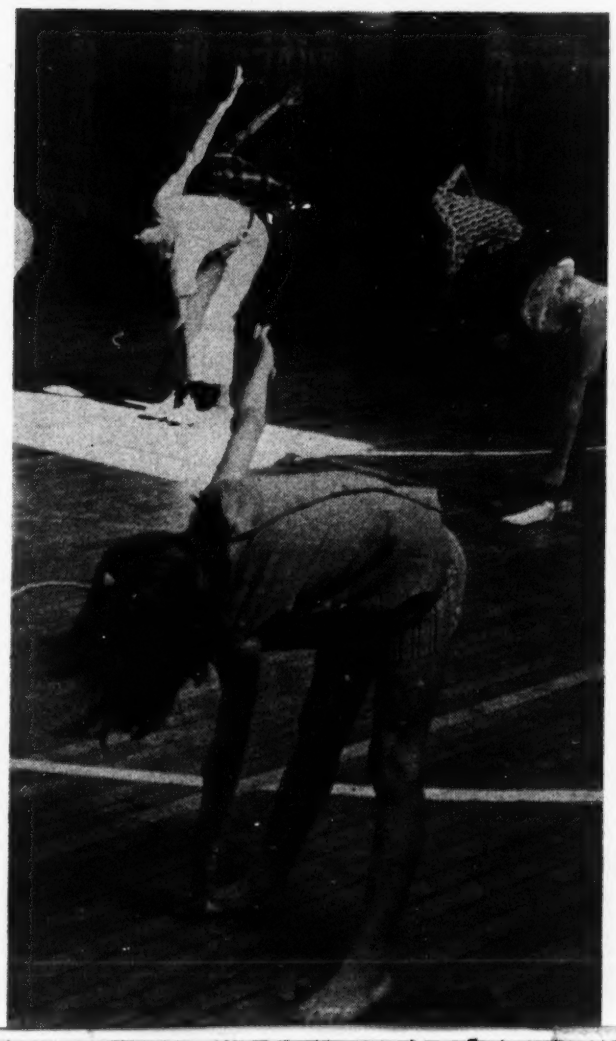
Advantages	*Disadvantages*
(a) lower cost	(a) classroom responsibility is lost
(b) all materials are available	(b) repair is not prompt
(c) assurance of materials	(c) accessibility of the storage area
	(d) lack of control

3. Combination of the two—

Advantages	*Disadvantages*
(a) adequate equipment for classroom use during free play or recess	(a) responsibility is sometimes lost
(b) assurance of materials	

CHAPTER IV

ORGANIZING THE PROGRAM



Child Growth and Development, Characteristics and Needs as They Pertain to a Physical Education Program

—Kindergarten—

SKELETAL GROWTH

- Growth slows to a steady rate
- The bones soft, not prone to breakage during the children's frequent falls
- Infant top-heaviness lost
- Weight about five times birth weight

MUSCULAR DEVELOPMENT

- Large muscles more developed
- Easily fatigued
- Visual functioning immature
- Constantly active
- Lungs and heart small
- Handedness established

CHARACTERISTICS

- Short attention span (12-14 minutes)
- Imitative, curious, sensitive, and individualistic
- Beginning of interest in group play
- Sex ignored in choosing play groups

PROGRAM NEEDS

- Rhythmical movement experiences
- Large muscle activities involving running, climbing, crawling, lifting, hanging, rolling, jumping, etc.
- Vigorous games and stunts
- Imitative activities

—Primary Grades—

(First, Second & Third)

SKELETAL GROWTH

- Variation in growth between sexes fairly great
- An annual growth of 2-3 inches and a weight gain of 3-6 pounds expected with wide variations, each with its own significance

MUSCULAR DEVELOPMENT

- Large muscles still developing
- Strength and improvement of motor skills and body control rapidly improving

PROGRAM NEEDS

- Outdoor play in the sunshine
- Fundamentals of movement
- Vigorous activities
- Running games and games with balls (does not like to wait too long for turns)
- Apparatus work and stunts
- Small group play
- Learn to abide by rules and play fair
- Activities involving use of the whole body, throwing, catching, climbing, and running

—Intermediate Grades—

(Fourth, Fifth & Sixth)

SKELETAL GROWTH

- Growth slow and even; a growth spurt may occur in the sixth grade
- Girls are physiologically about a year ahead of boys
- Boys' hands and feet may appear to be oversized
- Bone size has a definite increase

MUSCULAR DEVELOPMENT

- Muscular growth increasing
- The small muscles of hands and fingers developing
- Eye muscles strengthened; eye-hand coordination improving
- Vigorous activities needed
- Heart growing rapidly; easily damaged by toxins and bacteria and must be protected against strain during convalescence from contagious diseases of childhood

CHARACTERISTICS

- More interested in group play; becoming more social-conscious
- Wants to excel
- Attention span still short
- Energetic and boisterous
- Becoming better loser, still argues over rules, but will conform
- Enjoys creative rhythms
- Participates in physical activities with the opposite sex on an equal basis
- Likes for the teacher to participate

Likes to play in mud, wade in puddles, fall in snow, walk in leaves, and roll down hills
Body control and motor skills are well managed
Boys sometimes ahead of girls in endurance and strength
Heart not growing as rapidly as during the previous period
Children of this age group differ greatly in physical maturity

CHARACTERISTICS

Enjoys team and group activity, has a competitive spirit
Desires group approval
Tendency to over exert
Little interest in the opposite sex
The unskilled child self-conscious about undertaking new activities
Gains self-confidence through excelling in some activity
Attention span growing

PROGRAM NEEDS

Vigorous activities continued
Sexes separated for some activities
Activities that are challenging
Flexible program and standards so all may succeed
Opportunities for leadership and followship
Student participation in evaluation procedures
Skills developed through team games, relays, and combatives
Emphasis on correct form

Classification of Activities

—Games of Low Organization—

Games of low organization refer to activities which have few rules and involve relatively simple skills and techniques so children may learn them fast and progress quickly from the learning stage to the enjoyment stage. This is necessary because of the relatively short interest span of the children in grades one, two, and three.

Children in the primary grades will play the game largely for the pleasure of the physical movement which it affords. They do not crave competition at this age; they merely crave participation.

These simple games can be adapted to varying conditions such as facilities and sizes of the group.

—Rhythms—

Rhythms have always played an important part in man's life. They are worthwhile activities in terms of timing, coordination and ease of bodily movements as well as adding to a child's social poise

in groups. Rhythms exist in the actions of throwing a baseball, jumping rope, etc. Our body movements are rhythmic. A child's reaction to the rhythmic content of music is a physical expression.

Certain rhythmic activities can be correlated with other classroom subjects and these add interest and understanding to the topic under discussion. In the primary grades much time should be spent on the basic rhythms, letting the child interpret life as he sees it.

—Self-Testing Activities—

Stunts and tumbling are one of the best groups of activities to provide the development of arm, chest and trunk musculature which is so important for good posture. Children love to hang, climb, fall, balance, roll and imitate various characters and objects. With these desires and interests, the self-testing activities provide an excellent learning situation and make available a superb developmental medium for fitness values.

—Athletic Skills and Games—

Game-type activities have good recreational values, provide fitness values, and provide a necessary outlet for the energies of the children.

Games for the kindergarten, first grade, and second grade do not demand a high degree of skill, and the lesser skilled children have an ample opportunity to excel. Beginning in the third grade, lead-up games are introduced. A lead-up game is defined as one which introduces a skill, strategy, or part of a sport.

Under wise guidance, athletic skills and games may serve as laboratories where students may develop socially desirable traits and characteristics. Perhaps no aspect of the program affords more richness of opportunity for inculcating in youth the basic fundamental principles of democracy than is provided by such group activities.

—Movement Exploration—

The word 'explore' means to examine, to investigate, to delve into the unknown. With movement exploration, the child through guidance uses movement as a way of expressing, exploring, interpreting himself, and developing his capacities. Thus movement exploration is a medium for helping children understand what their bodies can do. In movement programs, generally all the children

are active at one time. Since the quality of movement varies, children can find success in many ways.

Time, force, and space are the three elements of movement.[13]

—Physical Fitness—

Physical fitness is a basic objective of physical education. It is more than fifteen minutes daily of exercises and a test. Fitness is an overall body condition.

That we will automatically develop fitness because the physical education program contains fitness activities is an erroneous assumption.

The student needs to be motivated to take upon himself the responsibility for making and keeping himself in a state of fitness throughout his lifetime.

Factors to be Considered in Selecting Activities

—*Grade level*—Be familiar with the age characteristics of each age level and choose games that are interesting and on the child's level of ability.

—*Equipment and facilities*—Activities must be chosen in relation to available space and equipment. Safety should be a factor in selecting activities, equipment, and facilities.

—*Number of boys and girls*—Variations in the activities will depend upon the size of the class.

—*Length of the play period*—A minimum period of 25 to 30 minutes is recommended. Total participation is of primary importance in the play period.

—*Weather conditions*—The activities can be modified when moved inside.

—*Seasonal activities*—Correlate the activities to the time of the year and other school activities.

—*Interests and needs of the students*—One of the most important and basic needs of the organism is activity. Games should be taught that meet this need for vigorous activity. Opportunities for creative and dramatic play should be provided for the primary children, while the intermediate levels should be afforded opportunities for developing the skills used in team games.

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[13]Victor P. Dauer, Ph.D., *Dynamic Physical Education for Elementary School Children*, (Minneapolis: Burgess Publishing Company, 1968), p. 65.

Physical Education and Total Curriculum

School administrators often express the desire for the teachers to coordinate the subject areas for the purpose of broadening and integrating the learning environment.

Physical education experiences and materials can make an important contribution to other subjects. Even in the unit-of-work study program, physical education should be considered for its contributions. Take the example of the class which is studying the Greek Civilization as its unit of work. The unit can combine geography, history, health, music, and social studies and include the study of the recreation of the people of Greece. Games (the ancient and modern Olympics) and dances of the Greeks could be a meaningful part of the study.

Many other integrations can be devised and are only limited by the ingenuity of the teacher and the interests of the children.

Examples of integration with other subject matter fields are as follows:

Mathematics

- —Ability to use numbers with objects, experiences, and quantities
- —Addition, subtraction, division, and multiplication can be applied in scoring
- —Percentages—batting and team standings
- —Measuring—height, time, distance
- —Metric System—comparison of American records to the European records
- —Concepts such as right and left; in front of and behind; next and last; more than and less than; big and little
- —Courts laid out to scale using field dimensions. Emphasize perimeter, area, radius, diameter or circumstances.

Art

- —Art work for games
- —Bulletin boards and displays
- —Pageants
- —Movement patterns—circles, squares, triangles, and others
- —Small and large muscles development

Health & Safety

- —Recreation and health
- —Life expectancy
- —The effect of exercise and health on the body
- —Fitness
- —Functioning of the body
- —Safety campaigns
- —Social health in cooperative play

Geography

—Climate and its effect on play habits
—Characteristics of the country and the people
—Origin of certain sports
—Folk dances—origins and characteristics

History

—The origins of activities
—The psychology of nations concerning fitness and sports
—The role of the home, school, and community to physical education

Language Arts

—Reading of game rules
—Spelling words used in physical education activities
—Study of word origins
—Oral and written reports
—At the primary level some stunt activities successfully integrated with auditory discrimination of initial consonants such as "h" in hop and consonant blends as in "cr" in crows and cranes
—Dictionary skills strengthened with the new words

Music

—Rhythm activities
—Singing games
—Movement patterns
—Familiarization with music forms

Library

—Proper use of the library
—Location of materials
—Resource publications
—Independent study

Projects

—Play days
—School demonstrations (assembly)
—Exhibitions for parents

Types of Physical Education Activities and Suggested Time Percentages For The Elementary Schools

Percentages are given to provide a basis for a rounded proportional program which is consistent with good thinking in elementary education. Percentages are not to be regarded as fixed but will vary according to local conditions and preferences.

GRADE	K	1	2	3	4	5	6
TYPES OF ACTIVITIES	SUGGESTED EMPHASIS FOR EACH GRADE LEVEL (In Percentage of Time)						
Low Organizational Activities	10%	10%	15%	25%	20%	05%	05%
Rhythmic Activities	30%	30%	30%	25%	15%	15%	10%
Self-Testing Activities (Stunts—Tumbling)	05%	05%	10%	10%	10%	15%	15%
Athletic Skills and Games				05%	20%	35%	50%
Movement Exploration	50%	50%	40%	30%	25%	20%	10%
Physical Fitness	05%	05%	05%	05%	10%	10%	10%
Swimming and Water Safety*							

*Swimming and water safety should be included in the program when possible.

Suggested Seasonal Plan and Program

FOURTH GRADE PLANNING BY SEASONS

CLASS OF ACTIVITIES	DAYS PER YEAR	DISTRIBUTION BY SEASONS			
		FALL	EARLY WINTER	LATE WINTER	SPRING
Games of Low Organization	36	12	04	06	14
Rhythms	27		13	14	
Movement Exploration	45	10	13	12	10
Self-Testing	18	03	08	04	03
Athletic Skills and Games	36	15	03	05	14
Physical Fitness	18	05	04	04	04
Aquatics*	*	*	*	*	*
	—	—	—	—	—
TOTALS	180	45	45	45	45

*Swimming and water safety should be included in the program when possible.

CHAPTER V

IMPLEMENTING THE PROGRAM

Careful planning makes the job of teaching easier and more effective. Students are able to get a full period of instruction and exercise if each day's lessons are well planned. The substitute teacher is also provided with a framework for conducting the class.

Plans should be adaptable to the changing needs of the children.

—Grades K-3—

1. Stress rhythmic activities and combinations of locomotor movement, such as hops and runs, skips and slides.

2. Provide many large group games and a happy, secure, non-competitive social climate in grades 1-2.

3. Use a wide variety of exploratory movement skills with many kinds of equipment—climbing and jumping ropes, jumping from various heights, the balance beam, stilts, tin-can walkers (all of this equipment can be easily improvised).

4. Use graduate-sized balls for developing throwing and catching skill.

5. Stress creative play; provide for free play at least twice weekly in grades 1 and 2.

6. Stress big-muscle activity such as running, jumping, hopping, and skipping in grades 1 and 2; begin skill refinement in grade 3.

7. Provide opportunities to keep hands and bodies busy in grades one and two; change activities often.

8. Introduce a variety of small-group games for six to eight pupils, such as Crows and Cranes, or Froggie in the Sea.

9. Stress climbing, hanging, and balancing activities.

10. Develop arm strength in stunts and tumbling activities such as wheelbarrow races, kneeling position half push-ups, and inchworm relays.

11. Use dual and combative stunts to develop strength, such as Pull Across the Line, Indian Leg Wrestle, and Indian Arm Wrestle.

12. Avoid highly competitive activities, for children during these formative years will often push themselves too far.

13. In the second and third grades, use many chasing and fleeing games that require agility and change of direction.

14. Help each child "feel," through rhythmic movements, the difference between up and down, quick and slow, soft and hard.

15. Provide opportunities for each child to experiment with ball skills, and to throw a ball against a wall and catch it. Start modified basketball shooting in the third grade, using a volleyball and a covered ring.

16. Discuss play situations, taking turns, cheating, and so on with the class; let each express what he feels, sees, and thinks about these.

17. Have children help to make rules regarding safety, equipment use, and other rules they are expected to understand and obey.

18. Begin swimming instruction if at all possible. If not, urge the parents to do so. Provide shorter periods for those who are not physically able to keep up with the group, or for those who chill easily.

19. Stress good posture, health habits, and desirable social and developmental activities.

20. Provide many opportunities for each child to make suggestions by having free-play choices.

21. Proceed slowly with skill development; stress playing for fun.

22. Emphasize safety at play, in work at home, when coming to and from home, and while in school.

—Grades 4-6—

1. Use longer activity periods in which skills receive more stress.

2. Provide opportunities for groups and individuals to release emotions and tensions through more rugged physical activities and through cheering one's teams.

3. Stress vigorous exercise; help pupils know how exercise assists growth; alternate strenuous activities with less active ones.

4. Teach good body mechanics, posture, and movement in daily life as well as in sports.

5. Gradually emphasize movement accuracy and good form; use a wide variety of throwing, catching, and hitting activities through lead-up games to softball, volleyball, and basketball.

6. Avoid highly competitive activities; stress good sportsmanship, player consideration, and team loyalty.

7. Use many activities that involve rhythm and balancing; teach social, folk, and square dances to co-ed classes.

8. Give as much individual attention and help to each pupil as possible in skill development tasks; develop good individual and group support.

9. Teach a variety of activities using apparatus for chinning, vaulting, balancing, and hand traveling.

10. Provide strenuous activities for every pupil.

11. Provide for the need of belonging through team and squad games and relays.

12. Keep competition at the children's level; provide many kinds of intramural activities for all pupils.

13. Emphasize tumbling, swimming, and dance for girls, and body building for boys.

14. Stress track and field events for both sexes.

15. Seize upon 'teachable moments' in class for health and safety instruction and for shaping life values.

General Teaching Suggestions

The physical education class should be given the same instructional consideration as other school subjects and should be characterized by purposeful instruction. Total participation should be stressed in all the activities offered.

Procedures listed below will assist the teacher in providing an organized program of experiences:

1. Have a definite plan and procedure well in mind before you begin teaching. Be thoroughly familiar with all material to be taught.

2. Stand in a position to be easily seen and heard. Obtain the attention of every member of the group before beginning the explanation of the activity.

3. Speak distinctly and loudly enough to be heard. Use pleasant tones; avoid increasing tensions. Choose words carefully and teach to the point. Get group action quickly.

4. Make teaching hints throughout so that students may better understand what is desired and how to make corrections. Hints should be concise and positive and should suggest a way to improve. Learn to say the same thing in many ways; avoid personal criticism.

5. Provide constant opportunities for students to share in planning, execution, and leadership. The teacher is not a "dictator."

6. Greater opportunities exist for meaningful guidance through relationships that grow from physical education experiences. Don't pass up these rare privileges which transcend the activity being taught.

7. Have a sound philosophy of education. Build your program around your philosophy. Keep in mind the objective of physical education.

8. A successful teacher of physical education is one who is concerned with the development of a fully functioning human being—the physical, mental, and social aspects.

9. Make flexible plans so that they can be modified or changed when conditions warrant.

10. Integrate the physical education program with other phases of the school program when possible.

11. Develop pupil leadership; do not overlook the value of good follow-ups.

12. Emphasize character and sportsmanship values.

13. Keep the factor of safety in mind at all times.

14. Provide effective demonstrations and visual aids.

15. Make techniques of evaluation a part of the program.

How Pupils May Contribute

1. Give as much responsibility to pupils as possible to develop leadership.

2. Class organization can be aided by the children serving as squad leaders.

3. Equipment can be transported by squad leaders.

4. Court layout can be handled by students.

5. Permit students to participate in the planning, organization, and conduct of the instructional program.

Suggested Techniques for Organizing and Teaching Activities

There are many points that will assist the teacher in carrying out the physical education program effectively and with the maximum benefit to the students. These suggestions can be effective in the classroom as well as on the playground.

1. Develop the spirit of play; avoid the idea of work.

2. Halt all "horse-play" at its first appearance.

3. To introduce a game, contest, or race: name the game, put the class in formation to play, explain the game, demonstrate the game, ask for questions, and then start the game. Total participation by the pupils is an important point that should not be overlooked.

4. If an event is going badly, stop it. Iron out the difficulties and then re-start.

5. Arrange to have everyone present participate in some way. Play with the class on appropriate occasions.

6. Most games may be modified to meet the equipment available.

7. Students finishing or being eliminated from an activity should be required to fall in some formation or take a more or less definite position on the floor. Avoid too many games that eliminate students.

8. In team games where there is a mingling of players, mark one team well so the players of each may be readily identified.

9. After a game has been started, note whether it could be improved through the introduction of slight changes.

10. Use the shortest possible method of changing from the formation of one game to that of the next. If the first game is a circle game and the second game calls for two teams, the teacher should indicate a place of dividing the circle, rather than take the time to count off by numbers.

11. In order to provide more activity, divide large groups into smaller groups.

12. Select and adapt activities for the physically handicapped students.

13. Give special encouragement to timid children. Lack of skill results in a lack of interest.

14. Guard against over-exerting the child that returns to school following an absence due to illness.

15. Have a whistle available, but blow it only when necessary.

16. Teach children the importance of obeying such signals as the whistle, the raised hand, and the command for attention.

17. Observe safety factors at all times.

18. Praise successful efforts.

19. Make quick and just decisions.

CHAPTER VI

THE INGREDIENTS — THE PROGRAM

Children differ in their needs, interests, and abilities in physical education as they do in all education. Certain types of activities have been found desirable to meet these needs as children grow and develop.

The activities selected should reflect the goals and objectives of the physical education program.

The activities listed under each grade level represent only a small portion of activities that the teacher or specialist could include in the physical education program. Several activity resource books are included in the Bibliography.

Suggested Activities for the Kindergarten Program

Play is nature's plan for growth, development, and learning. It is the child's occupation and is an essential factor in growing up.

The pre-school physical education program should provide opportunities to help the child grow in coordination and agility, to master movements and skills, to handle play equipment, to perform athletic feats, and to develop social qualities such as teamwork, sharing, playing fair, learning to lead and to follow. This type of program will prepare the child for a happy and active childhood.

Low Organizational Activities 10%

Squirrels in Trees	Good Morning
Drop the Handkerchief	Do As I Do
Little Brown Bear	Roll Ball
Traffic Policeman	Hot Ball
Charlie Over the Water	Back Ball

Rhythmic Activities 30%

1. Locomotor Movements

Walking	Skipping
Running	Galloping
Hopping	

2. Creative Rhythms

Ice Skating	Animals
Clowns	Wind blowing, snowflakes falling
Clocks, watches	Falling Leaves

3. Singing Games and Folk Games

London Bridge Is Falling Down	Jack Be Nimble
Dance of Greeting	Jack and Jill
Farmer in the Dell	Looby Lou
I'm Very, Very Tall	Jump Jim Joe
	A-Hunting We Will Go

Self-Testing Activities 05%

1. Stunts and Tumbling

Log Rolling	Bear Walk
Back Rocker	Rabbit Hop
Front Rocker	Measuring Worm
Walrus Walk	

2. Story Plays

I'm Tall, I'm Tall	Building a House
Raking Leaves	Circus
A Day in the Country	Moving Day

Movement Exploration 50%

Walking	Bouncing
Running	Shaking
Hopping	Sweeping
Skipping	Stretch and Bend
Galloping	Twist and Turn
Stepping	Run and Jump
Dodging	Walk and Turn
Throwing	Walk, Run and Stop
Bending	

Physical Fitness 05%

Sit-ups	Skipping
Leg Lift	Walking Line or Balance Beam
Toe Touches	
Hopping	Playing with Blocks

Sample Daily, Weekly, and Monthly Chart in Physical Education for the Kindergarten

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	LOW ORGANIZATION Do As I Do Good Morning	RHYTHMICS Walking Running Hopping Skipping Galloping	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	SELF-TESTING Log Rolling Front Rocker Back Rocker Bear Walk
SECOND WEEK	MOVEMENT EXPLORATION	RHYTHMICS Creative Rhythms: Ice Skating Falling Leaves Snowflakes	LOW ORGANIZATION Hot Ball Roll Ball	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION
THIRD WEEK	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	RHYTHMICS London Bridge is Falling Down I'm Very, Very Tall	MOVEMENT EXPLORATION	RHYTHMICS Jump Jim Joe Jack Be Nimble
FOURTH WEEK	RHYTHMICS Creative Rhythms: Clocks & Watches Animals	MOVEMENT EXPLORATION	RHYTHMICS Dance of Greeting Jack & Jill	MOVEMENT EXPLORATION	PHYSICAL FITNESS Playing With Blocks Toe Touches Sit-ups

Suggested Activities for the First Grade Program

The program for the first grade is designed to teach all the fundamentals of large muscle movements such as running, skipping, jumping, hopping, catching, throwing, and developing a sense of rhythm.

Low Organizational Activities **10%**

1. Tag-Type Games

Animal Chase	Change
Back-to-Back	Cowboys & Indians
Brownies & Fairies	

2. Ball Games

Circle Dodgeball	Ball Bouncing
Kick Ball	Ball Pass
Call Ball	

3. Others

Hopscotch	Rope Jumping

Rhythmic Activities **30%**

1. Locomotor Movements

Walking	Skipping
Running	Galloping
Hopping	Jumping

2. Creative Rhythms

Clowns	Animals
Goblins	Seasons of the Year

3. Singing Games and Folk Games

How D'Ye Do, My Partner	Oats, Peas, Beans
	Ten Little Indians
Farmer in the Dell	Thread Follows the Needle
A-Hunting We Will Go	Sally-Go-Round the Moon
Mulberry Bush	

Self-Testing Activities **05%**

Forward Roll	Cricket Walk
Backward Roll	Gorilla Walk
Human Ball	Vertical Jump
Lowering the Boom	Forward Jump
Bouncing Ball	Backward Jump
Bicycle	Jump & Turn
Coffee Grinder	Running in Place
Crab Walk	Wood Chopper

Movement Exploration **50%**

Walking	Carrying
Running	Pushing
Jumping	Pulling
Hopping	Falling
Leaping	Climbing
Skipping	Stretch or Bend
Sliding	Twist or Turn
Galloping	Swing or Sway
Creeping	Shake or Beat
Crawling	Rise or Fall
Lifting	

Physical Fitness **05%**

Sit-ups	Jumping
Leg Lift	Hanging
Toe Touches	Skipping
Hopping	Line Walk or Balance Beam

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Sample Daily, Weekly, and Monthly Chart in Physical Education for the First Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	RHYTHMICS Walking Running Jumping Skipping	MOVEMENT EXPLORATION	RHYTHMS Creative: Seasons Clowns
SECOND WEEK	LOW ORGANIZATION Animal Chase Back-to-back	RHYTHMICS Ten Little Indians Farmer In The Dell	FITNESS ACTIVITIES Line Walk Balance Beam Leg Lifts Sit-ups	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION
THIRD WEEK	MOVEMENT EXPLORATION	SELF-TESTING ACTIVITIES Crab Walk Bouncing Ball	RHYTHMICS Mulberry Bush Oats, Peas, Beans	MOVEMENT EXPLORATION	LOW ORGANIZATION Call Ball Ball Bouncing
FOURTH WEEK	RHYTHMICS Looby-Lou	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	RHYTHMICS Hopping Skipping Jumping Galloping

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Suggested Activities for the Second Grade Program

The second grade program is patterned much like the first grade program in working with fundamental movements. Some new rhythm work is introduced. The only games really successful in second grade are those where the primary object is to become "it" rather than to avoid being "it."

Low Organizational Activities **15%**

1. Tag-Type Games
   - Partner Tag
   - Run, Rabbit, Run
   - Fox & Geese
   - Crossing the Brook
   - Hound & Rabbit
   - Flowers & Wind
2. Simple Relays
   - One-leg Hop
   - Automobile Relay
   - Changing Seats
   - Dog & Bone
   - Ball-type Relays
   - Bean Bag Relays
   - Rescue
3. Ball Games
   - Circle Pass Ball
   - Circle Dodge Ball
   - Stand Ball
   - Newcomb
   - Ring Call Ball
4. Others
   - Hopscotch
   - Rope Jumping
   - Follow the Leader
   - Fire on the Mountain
   - Number Change
   - Jump the Shot
   - Dare You Cross the River
   - Jumping the Brook
   - Pom-Pom-Pullaway
   - Black & White

Rhythmic Activities **30%**

1. Locomotor Movements
   - Running & Walking
   - Skipping & Galloping
   - Bouncing
   - Turning Around
   - Hopping
   - Swinging
   - Rope Jumping
2. Creative Rhythms
   - Jack-in-the-box
   - Animals
   - Machines
3. Singing Games & Folk Games
   - Chimes of Dunkirk
   - Turn Around Me
   - Rig-A-Jig-Jig
   - The Muffin Man
   - A-Hunting We Will Go
   - Roman Soldiers
   - Swing Song
   - Carrousel

Self-Testing Activities **10%**

- Chinese Get-up
- Heel Click
- Scooter
- Turk Stand
- Toe Touches
- Bridge
- Windmills
- Corkscrew Toe Walk
- Forward Roll
- Beginning Head Stand
- Apparatus Play
  - Hanging
  - Hand Walk
  - Rope Climb
  - Climbing
  - Balance Beam
- Basic Trampoline

Movement Exploration **40%**

- Running
- Leaping
- Stopping
- Change of Direction
- Exploring with balls, wands, and other objects
- Relays & Games
- Tossing & Throwing

Physical Fitness **05%**

- Sit-ups
- Leg Lifts
- Toe Touches
- Hopping
- Jumping
- Skipping
- Hanging
- Balance

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Sample Daily, Weekly, and Monthly Chart in Physical Education for the Second Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	MOVEMENT EXPLORATION	RHYTHMICS The Muffin Man	LOW ORGANIZATION Circle Pass Ball Circle Dodge Ball	MOVEMENT EXPLORATION	RHYTHMICS Creative Rhythms: Jack-In-The-Box Animals
SECOND WEEK	MOVEMENT EXPLORATION	RHYTHMICS A-Hunting We Will Go Swing Song	MOVEMENT EXPLORATION	RHYTHMICS Carrousel	SELF-TESTING Forward Roll
THIRD WEEK	RHYTHMICS Creative Rhythms: Machines	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	LOW ORGANIZATION Ball Type Relays	SELF-TESTING Corkscrew Toe Walk
FOURTH WEEK	MOVEMENT EXPLORATION	RHYTHMICS Roman Soldiers Rig-A-Jig-Jig	LOW ORGANIZATION Crossing the Brook Partner Tag	MOVEMENT EXPLORATION	PHYSICAL FITNESS Toe Touches Hopping Jumping Skipping

Suggested Activities for the Third Grade Program

Participation in group activity and team play, without complicated rules, starts in the third grade. Games go well for short periods of time. At this level children should begin to develop the general skills of catching, throwing, running, tagging, dodging, jumping, and skipping.

Low Organizational Activities **25%**

1. Tag-type Games

Streets & Alleys	Red Light
Circle Race	Two Deep
Midnight	Right Face, Left Face

2. Simple Relays

Rescue	Circle Pass Relay
Partner Relays	Bean Bag Pass

3. Ball Games

Bounce Ball	One Base Dodge Ball
Keep Away	Newcomb
Norwegian Ball	

4. Others

Kick Ball	Five Steps
Volley Tennis	

Rhythmic Activities **25%**

1. Locomotor Movements

Bounce & Shake	Stopping & Turning
Twisting & Stretching	Changing Directions
Skipping & Galloping	

2. Games Using Rhythms Background

Circle Stoop	Right Angle
Partner Stoop	Arches
Freeze	Whistle March
Follow Me	

3. Singing Games & Folk Games

Paw Paw Patch	Children's Polka
Yankee Doodle	Crested Hen
Three Blind Mice	Bow-Bow-Belinda

Self-Testing Activities **10%**

1. Stunts & Tumbling

Forward Roll	Squat Thrust
Backward Roll	Partner Pull-up
Frog Handstand	Twister
Leap Frog	The Big Stand
Mule Kick	

2. Apparatus Play

Climbing	Traveling (hand walking)
Hanging—Knee Lift	Balance Beam
Swinging	

Athletic Skills & Games **05%**

Movement Exploration **30%**

Basic Movement Skills Employed in Various Games

Physical Fitness **05%**

Sit-ups	Balance Beams
Leg Lifts	Rope Jumping
Rope Skipping	Circuit Training
Skin the Cat	Conditioning Exercises

Exercises for posture

Swan Exercise	Rowing
Hook Lying	Curl-ups
Tailor Exercise	Marble Transfer
Sit-ups	

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Sample Daily, Weekly, and Monthly Chart in Physical Education for the Third Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	LOW ORGANIZATION Streets & Alleys Right Face, Left Face	RHYTHMICS Paw Paw Patch Three Blind Mice	MOVEMENT EXPLORATION	ATHLETIC SKILLS Exercises for Posture: Swan Exercise Hook Lying	LOW ORGANIZATION Partner Relays Circle Pass Relay
SECOND WEEK	ATHLETIC SKILL Exercises for Posture: Tailor Exercise Curl-ups Sit-ups	LOW ORGANIZATION Keep Away Norwegian Ball	RHYTHMICS Bow-Bow-Belinda Crested Hen	SELF-TESTING Forward Roll Backward Roll Frog Handstand	MOVEMENT EXPLORATION
THIRD WEEK	RHYTHMICS Whistle March Arches	SELF-TESTING Forward Roll Backward Roll	LOW ORGANIZATION Kick Ball	RHYTHMICS Circle Stoop Follow Me	MOVEMENT EXPLORATION
FOURTH WEEK	LOW ORGANIZATION Circle Race Two Deep	RHYTHMICS Yankee Doodle	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	PHYSICAL FITNESS Rope Skipping Balance Beam

Suggested Activities for the Fourth Grade Program

Team games and team activities become more prominent at this level. The interest span for team games is about fifteen minutes. The rules and skills are more complicated. Students can be used as leaders or umpires. Two games may be going on at the same time.

Low Organizational Activities **20%**

- Prisoner's Base
- Stealing Sticks
- Team Dodge
- Touchdown
- Crown the King
- Lead-up Games
  - Captain Ball
  - Snatch & Shoot
  - Hemenway Ball
  - Beat Ball
  - Throw It & Run
  - Keep It Up
- Deck Tennis
- Soccer
- Volleyball
- Four Square
- Tether Ball
- Other Games:
  - Rope Jumping
  - Hopscotch
  - Shuffleboard
  - Sidewalk Tennis
  - Jump the Shot Variations

Rhythmic Activities **15%**

1. Lead-Up Steps
   - Slides
   - Step-hop
   - Two-step
2. Games
   - American Indian Dances
   - Glowworm Mixer
   - Pop Goes the Weasel
   - Virginia Reel
   - Ten Pretty Girls
   - Patty Cake Polka
   - Heel & Toe Polka

Self-Testing Activities **10%**

1. Stunts and Tumbling
   - Forward Roll
     - Combinations
   - Backward Roll
     - Combinations
   - Cartwheel
   - Seat Balance
   - Bend & Reach Back
   - Donkey Kick
   - Wall Headstand
2. Apparatus
   - Rope Climbing
   - Balance Beam Stunts
   - Basic Trampoline
   - Traveling Rings
   - Skin the Cat

Athletic Skills & Games **20%**

1. Basketball (Skills—passing, catching, shooting, dribbling)
   - Birdie in the Cage
   - Captain Ball
   - Six Zone Basketball
   - Relays
2. Football (Skills—passing, centering, catching, blocking)
   - Keep Away
   - Football End Ball
3. Soccer (Skills—instep kick, side of foot kick, toe kick, toe tap)
   - Soccer Touch Ball
   - Circle Kick Ball
   - Circle Soccer
   - Soccer Dodgeball
   - Modified Soccer
   - Diagonal Soccer
   - Side Line Soccer
   - Soccer Snatch Ball
4. Softball (Skills—throwing, catching, fielding, batting, base running, pitching)
   - Application of the skills
   - Hit & Run
   - Kick Ball
   - Hit the Bat
5. Volleyball (Skills—serving, returns)
   - Modified Newcomb
   - Bounce Volleyball
   - One Bounce Volleyball
   - One-Line Volleyball
6. Track and Field
   - 40-yard Dash
   - Sprinters' Start
   - Standing Broad Jump
   - Running Broad Jump
   - Softball Throw
7. Other Activities:
   - Balloon Volleyball
   - Basketball Bounce
   - Add & Subtract
   - Tether Ball

Movement Exploration **25%**

See Chapter VIII

Physical Fitness **10%**

- Pull-ups (boys)
- Flexed Arm Hang (girls)
- Sit-ups
- Squat Thrusts
- Exercises for Fitness
  - Arm Circling
  - Crab Kicking
  - Wing Stretcher
- Exercises (Cont.)
  - The Swan
  - Hook Lying
  - Rowing
  - Running in Place
  - Toe Toucher
- Circuit Training
- Obstacle Course

Sample Daily, Weekly, and Monthly Chart in Physical Education for the Fourth Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	MOVEMENT EXPLORATION	RHYTHMICS Glowworm	LOW ORGANIZATION Four Square Jump the Shot Variations	LOW ORGANIZATION Hemenway Ball Captain Ball	ATHLETIC SKILLS Balloon Volleyball Bounce Volleyball
SECOND WEEK	RHYTHMICS Virginia Reel	MOVEMENT EXPLORATION	LOW ORGANIZATION Team Dodge Ball Crown the King	ATHLETIC SKILLS Modified Newcomb	PHYSICAL FITNESS Crab Kicking Arm Circling Rowing
THIRD WEEK	ATHLETIC SKILLS One Bounce Volley One-Line Volleyball	MOVEMENT EXPLORATION	MOVEMENT EXPLORATION	SELF-TESTING Wall Headstand Donkey Kick Skin the Cat	MOVEMENT EXPLORATION
FOURTH WEEK	LOW ORGANIZATION Prisoner's Base	SELF-TESTING Seat Balance Bend & Reach Back	RHYTHMICS Patty-Cake Polka	ATHLETIC SKILLS Modified Newcomb	PHYSICAL FITNESS Pull-ups Flexed-arm hang (girls)

Suggested Activities for the Fifth Grade Program

In the fifth grade the program involves team activities including more rules, combinations of skills, and more people.

Low Organizational Activities **05%**

- Black Tom
- Three Deep
- Last Couple Out
- Bombardment
- Rescue Relay
- Stunt Relays
- Rope Jumping
- Battle Ball
- Going to Jerusalem
- Jump the Shot
- Two Square
- Tug-of-war
- Over—Under

Rhythmic Activities **15%**

- Badger Gavotte
- Cherkassiya
- Circle Schottische
- Forward Six
- Jolly Is the Miller
- Ace of Diamonds
- Seven Jumps
- Sicilian Circle
- Heel & Toe Polka
- Rope Jumping to Music

Self-Testing Activities **15%**

1. Stunts and Tumbling
   - Forward & Backward Roll Combinations
   - Head Stand Variations
   - Cartwheel
   - Seal Slap
   - Rocking Horse
   - Stiff Man Bend
   - Jump Through
   - Tandem Bicycle
2. Apparatus
   - Rope Climbing
   - Traveling Rings
   - Horizontal Ladder Stunts
   - Balance Beam Activities
   - Basic Trampoline Skills

Athletic Skills & Games **35%**

1. Basketball (Skills—catching, passing, shooting, dribbling, pivoting, guarding)
   - Captain Basketball
   - Side Line
   - Twenty-one
   - Around the Key
   - Ball Relays
2. Football (Skills—stance, pass receiving, punting)
   - Kick Over
   - Fourth Down

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3. Soccer (Skills—heel kick, outside foot kick, dribbling, knee trap, foot trap, passing)

Alley Soccer	Three Line Soccer
Sit-down Soccer	Dribble Call Ball
Line Soccer	

4. Softball (Skills—throwing, catching, fielding, base running, pitching)

Five Hundred	Kick Pin Softball
Bat Ball	Kick Ball
Home Run	

5. Volleyball (Skills—chest pass, underhand pass)

Keep It Up	Cage Volleyball
Wall Volley	Volleyball Doubles

6. Track & Field

50-yard Dash	Standing Broad Jump
Sprinter's Start	High Jump
Running Broad Jump	

7. Other Activities

Rope Jumping	Bowling
Tether Ball	Floor Ping Pong
Sidewalk Tennis	Around the Row
Hopscotch	

Movement Exploration **20%**

See Chapter VIII

Physical Fitness **10%**

Pull-ups (boys)	Exercises for Fitness
Flexed Arm Hang (girls)	Wing Stretcher
	Sawing Wood
Sit-ups	Push-ups
Shuttle Run	Bear Hug
Standing Broad Jump	Squat Thrust
50-yard Dash	Jump & Reach
Softball Throw	Sprinter
Six Hundred-yard Run-walk	Circuit Training
	Obstacle Course

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Sample Daily, Weekly, and Monthly Chart in Physical Education for the Fifth Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	LOW ORGANIZATION Three Deep Stunt Relay Rope Jumping	RHYTHMICS Sicilian Circle Heel & Toe Polka Ace of Diamonds	MOVEMENT EXPLORATION	ATHLETIC SKILLS Track & Field: Sprinter's Start Running Broad Jump Standing Broad Jump	SELF-TESTING Rope Climbing Balance Beams Horizontal Ladder Stunts
SECOND WEEK	RHYTHMICS Jolly Is the Miller Forward Six	MOVEMENT EXPLORATION	ATHLETIC SKILLS Track & Field: Sprinter's Start High Jump Running Broad Jump Standing Broad Jump	ATHLETIC SKILLS Track & Field: 50-yard Dash Softball Throw	PHYSICAL FITNESS Jump & Reach Sprinter Sawing Wood Wing Stretcher
THIRD WEEK	MOVEMENT EXPLORATION	ATHLETIC SKILLS Tether Ball Rope Jumping Sidewalk Tennis	SELF-TESTING Cartwheel Tandem Bicycle Jump Through	ATHLETIC SKILLS Bowling Floor Tennis Hopscotch	RHYTHMICS Rope Jumping to Music Seven Jumps
FOURTH WEEK	ATHLETIC SKILLS Around the Row Bowling Tether Ball	SELF-TESTING Seal Slap Rocking Horse Stiff Man Bend	RHYTHMICS Circle Schottische	MOVEMENT EXPLORATION	PHYSICAL FITNESS Obstacle Course

Suggested Activities for the Sixth Grade Program

The sixth grade program is similar to the fifth in content and organization. Skills are combined in relays and practice periods. Rules more nearly resemble those of the official games of basketball, volleyball, etc. The fundamentals taught in the fifth grade are reviewed and, therefore, only the skills added for the first time are listed below. Games using individual skills, particularly those that a child can use outside of school, are stressed.

Low Organizational Activities **05%**

Capture the Flag	Fox & Geese
Beater Goes 'Round	Jump the Shoot Variations
Chain Tag	Prisoner's Base
Battle Ball	

Rhythmic Activities **10%**

Black Hawk Waltz	My Little Girl
Boston Two-step	Oh, Johnny, Oh
Dive for the Oyster	Brown-Eyed Mary
Glowworm	

Self-testing Activities **15%**

1. Stunts and Tumbling

Measuring Worm	Diving Forward Roll
Rocking Chair	Round Off
Chinese Get-up	Knee Jump to Standing
Dog Run	Elbow Balance
Forward & Backward Roll Combinations	Forearm Head Stand
	Pyramids

2. Apparatus

Horizontal Ladder	Rope Climbing
Corkscrew Hang	Balance Beam Activities
Chin	Basic Trampoline Skills
Hip Pull-over	Traveling Rings
Travels	
Hand Jumping	

Athletic Skills & Games **50%**

1. Basketball (Skills—passing, shooting, dribbling, stopping)

One Goal Basketball	Figure Eight Drill
Five Passes	Free-throw End Ball
Three on Three	Ball Relays

2. Football (Skills—blocking, carrying the ball, running, and dodging, passing)
   - Kicking
   - Flag Football
   - Box Football
   - Keep Away
3. Soccer (Skills—kicking goals, kick off, punt, volley, heading)
   - Circle Soccer
   - Modified Soccer
   - End Zone Soccer
   - Ball Relays with Kicking
   - Soccer Kick Ball
   - Zone Soccer
4. Softball (Skills—throwing, catching, fielding, batting, base running, pitching)
   - Tee Ball
   - Base Circling Contest
   - One O'Cat
   - Work Up
5. Volleyball (Skills—set up, spiking, blocking)
   - Set-up Newcomb
   - Three-and-Over
   - Highball
   - Volleyball
6. Track & Field
   - 60-yard Dash
   - Sprinter's Start
   - Baton Passing
   - Relays
   - Running Broad Jump
   - Standing Broad Jump
   - High Jump
   - Hop, Step and Jump
7. Other Activities:
   - Battle Ball
   - Hand Tennis
   - Tether Ball
   - Schoolroom Volleyball
   - Indian File Dodgeball
   - Tug-of-War

Movement Exploration **10%**
See Chapter VIII

Physical Fitness Activities **10%**
- Pull-ups (boys)
- Flexed arm hang (girls)
- Sit-ups
- Shuttle Run
- Standing Broad Jump
- Fifty-yard Dash
- Softball Throw
- Six Hundred-yard Run-walk

Exercises for Fitness
- Squat Thrusts
- Push-ups
- Arm circling
- Running In Place
- Side Straddle Hop (Jumping Jacks)
- Knee Raise
- Bend and Stretch
- Trunk Twister
- Isometric Exercises
- Circuit Training
- Obstacle Course

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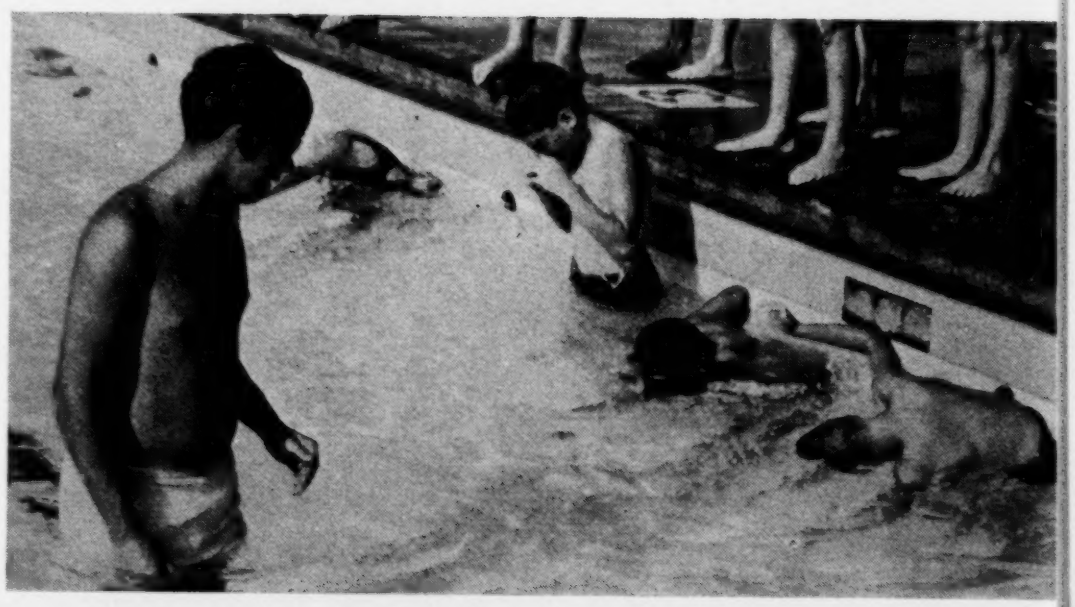
Sample Daily, Weekly, and Monthly Chart in Physical Education for the Sixth Grade

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
FIRST WEEK	ATHLETIC SKILLS Circle Soccer (boys) Volleyball (girls) Set-up Newcomb	RHYTHMICS Glowworm	MOVEMENT EXPLORATION	LOW ORGANIZATION Battle Ball Jump the Shot	SELF-TESTING Rocking Chair Measuring Worm
SECOND WEEK	ATHLETIC SKILLS Line Soccer (boys) Volleyball (girls) Three-&-Over	ATHLETIC SKILLS Soccer Kick Ball Volleyball (girls) High Ball	RHYTHMICS Oh, Johnny, Oh	ATHLETIC SKILLS End Zone Soccer Volleyball (girls) Set-ups	PHYSICAL FITNESS Squat Thrusts Push-ups
THIRD WEEK	ATHLETIC SKILLS Zone Soccer (boys) Volleyball (girls) Set-ups	ATHLETIC SKILLS Ball Relays (boys) Volleyball (girls)	MOVEMENT EXPLORATION	ATHLETIC SKILLS Modified Soccer (boys) Volleyball (girls)	SELF-TESTING Head Stand Elbow Balance
FOURTH WEEK	ATHLETIC SKILLS Zone Soccer (boys) Volleyball (girls)	SELF-TESTING Pyramids	ATHLETIC SKILLS Modified Soccer (boys) Volleyball (girls)	ATHLETIC SKILLS Modified Soccer (boys) Volleyball (girls)	PHYSICAL FITNESS Circuit Training

CHAPTER VII

EVALUATION



Methods

The importance of the evaluation or appraisal of the work of the school is not always realized. Unfortunately, the customs of the past have given most of us a wrong conception of the purposes of examinations and tests. We think of them as the basis for grading pupils, as the means of determining promotion or failure, but these are not the significant purposes of an adequate testing program. Evaluation is important in the modern school as a means of discovering the points at which individual pupils need assistance. . . . . .

—Ralph W. Tyler—

Evaluation is important in the modern school as a means of discovering the effectiveness of the school program and its objectives[14]

Techniques of evaluation can be divided into four areas. These are: (1) basic measurements; (2) teacher observation; (3) student opinion and discussion; and (4) grading.

1. Basic Measurements

Skill Tests—These tests point out strengths and weaknesses in terms of achievements of standards or specified goals. The tests should be used in counseling and made a part of the child's report to the parent. Physical Fitness—Strength, endurance, agility, speed, and flexibility are the fitness components of these tests. Written Tests—Tests covering knowledge have an important place in the program. Results of the tests may indicate progress or status of the group or individual in terms of mental accomplishments and may give the teacher an insight into her instructional methods.

2. Teacher Observation

Progress made toward the program objectives will give the teacher a reasonable guide.

3. Student Opinion and Discussion

Peer evaluation, accomplishments in the activity, and enjoyment of the class time can be an instrument for evaluation

[14]See Appendix H, page 116; "Self-Evaluation Score Card."

and a most valuable technique for stimulating the intellectual aspects of development.

Discussion should be an important factor in problem solving.

4. **Grading**

Marks should be given in physical education in conformance with the policy for distribution of marks in other subjects. The two most prevalent marking systems are Satisfactory-Unsatisfactory and letter grades (ABC's).

Additional factors to be considered in grading are participation and social skills (cooperation, honesty, sportsmanship, courtesy, leadership, and fellowship).

Each major goal of the program should be evaluated only when warranted. One or two assessments of physical fitness per school year are adequate. Achievement in specific sports skills and abilities can be determined during each unit.[15]

Evaluation By Grades

—Primary Grades—

Few actual tests of performance need be used. Evaluation can be done satisfactorily through systematic observation, guided by check lists, ratings, and anecdotal records.

When possible, teachers and parents should consider the child's record together.

—Third & Fourth Grades—

Records of specific achievements should be kept.

Formal testing and recording at these levels is extremely time-consuming and should be minimal, unless assistance is available. Children will be better served through a continuation of check lists or rating forms.

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[15]Solley, William H., "Grading in Physical Education," *Journal of Health, Physical Education, and Recreation*, May 1967, pp. 34-35.

—Fifth & Sixth Grades—

Various tests are available to measure strength, endurance, speed, agility, flexibility, balance, and coordination.

A cumulative folder for each individual should be kept so that all pertinent material can be collected or recorded as soon as it becomes available.

Specific Skills for Pupils in Kindergarten and Grades 1, 2, and 3

Children should have acquired the following specific skills by the conclusion of the primary grades:

1. Catching and throwing, somewhat accurately, large balls and beanbags.
2. Running to a given mark and back without stopping.
3. Hopping on either foot.
4. Skipping, using both feet.
5. Jumping, using both feet.
6. Walking successfully a low ledge, low ridge pole, or balance beam.
7. Knowing the words to music, and action used when playing singing games.
8. Performing simple stunts.
9. Knowing how to walk, run, gallop, and skip to music.
10. Knowing how to use climbing apparatus for climbing and low horizontal bars for rolling, rolling over, or for hanging.

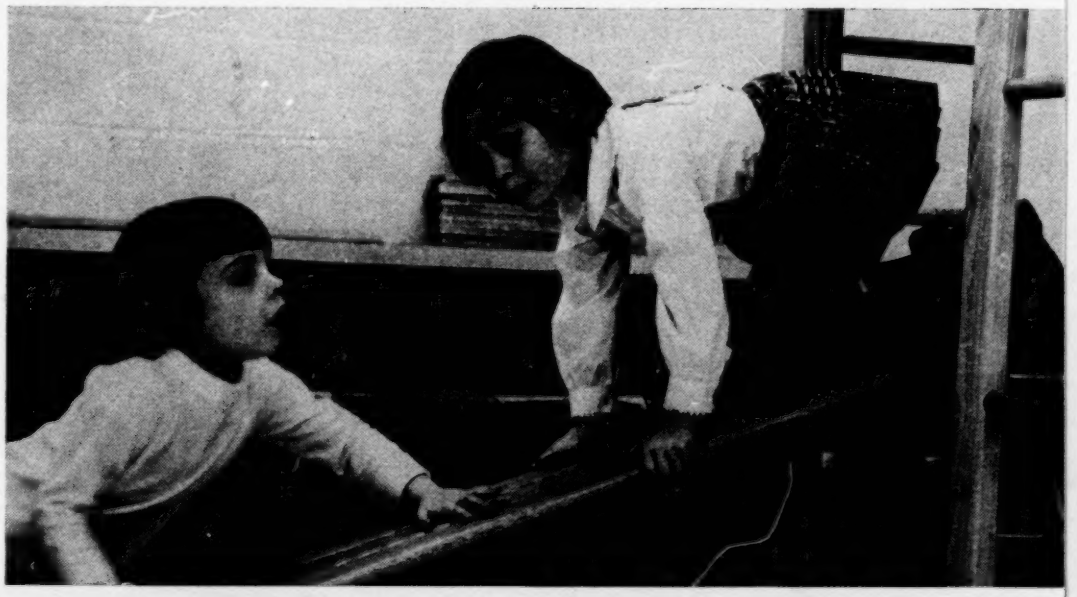
Specific Skills for Pupils in Grades 4, 5, and 6

Taking into consideration the needs of children in the intermediate group and the activities suited for them, the teacher may expect children to achieve competence in the following skills:

1. Attaining and maintaining correct posture.
2. Knowing how to play individual and dual games such as paddle tennis, handball, and croquet.
3. Catching, throwing, and batting small balls with accuracy.
4. Handling large balls with increasing accuracy and greater speed.
5. Controlling a soccer ball with the foot or feet.
6. Chinning two or more times while grasping bar with back of hand toward face.
7. Dancing polka, schottische, two-step, and waltz steps, together with several folk dance patterns based on those steps.
8. Knowing how to secure a partner for a game and leaving her graciously at conclusion of activity.
9. Knowing the rules of at least one organized game and being able to carry on the game without an adult leader.
10. Knowing how to float and to use at least one swimming stroke successfully.

CHAPTER VIII

MOVEMENT EXPLORATION



*Movement education is the field of inquiry in which motor skill learning takes place. Movement education in which a child learns how to move as he moves to learn is aptly termed physical education.

In movement exploration the aim is to initiate individual creativity in mastering basic movement skills. These skills underlie simple and complex sport activities in varying degrees. Arranging situations which encourage pupils to think, reason, and then act toward a goal is a refreshing approach that enables children to develop movement proficiency while becoming self-directed, fully functioning and productive individuals.

Movement exploration provides opportunities for children to find out what they can do, how they can move, how they are enabled to do certain things, why certain things happen as they control their bodies, and how their environment imposes certain actions and reactions from them as children are given opportunity for movement experiences to explore space, to make use of time and force.

They find out how to stop, how to run far, how to strike hard, how to run the curves and how to be the creative, individualistic, decision-making school children that their world demands of them.

Some Values of Movement Exploration for Elementary School Children:

1. There is opportunity for 100% participation for every person in the group.
2. Individualization is promoted for each child.
3. Students are free to make decisions and seek answers for themselves.
4. Observation and reinforcement interaction occur as pupils relate to each other.
5. Social values accrue as new interactions among students occur.
6. Emotional release and emotional development occur as work proceeds in a free climate, yet new responsibilities are placed upon the student's emotional self.

*This material was written by Patricia W. Tanner, Ohio State University, and is used here with her permission.

7. Physical participation increases as children learn how and why to move.
8. There is great enjoyment for those participating. Satisfaction comes from moving well.
9. Challenge is provided for all levels of skill without boredom and frustration developing.
10. Self-control and self-direction opportunities are provided.
11. Varied, interesting, child-centered activities are enhanced.
12. There is freedom to experiment and to seek alternatives.
13. There is the opportunity to succeed and to fail.
14. There is ample opportunity to invent new things, to explore new ways and to direct one's own responses into new and interesting patterns.
15. Inferiority feelings are not allowed, as each person finds his own rate and pattern of development.
16. Children are provided opportunities for expressing themselves in a variety of ways.
17. Vigorous activity for developing strength, endurance, flexibility, agility, balance, and coordination is provided.
18. Good opportunities for developing control of the body are afforded.
19. There is a chance to integrate thinking, feeling, and moving.
20. There is opportunity for children to better understand their environment; to know their own space and shared space with others; and to develop ideas of different direction, level, force, focus, and quality moving.

Suggested Sample Lesson for Movement Exploration With No Equipment Except Space

(Primary Grades; 30 Minutes)

"Everyone move anywhere you want to, any way you want to. On two beats of the tom-tom, everyone stop. Good! You stopped when you heard the signal. Now, this time move again, going into all the space without touching anyone. Can you go faster? Can you go slow using big movements? How else can you move? Can you move fast for awhile and then move slow? Stop! Let's see. We have been running, walking, hopping—how else can we move? Yes; jump, leap, and prance. Let's all prance like circus ponies! Knees up high, prance to drum beat—stop!

"Everyone find their own space. Good, you aren't close to anyone. How big can you be in your space? Can you take a big paint brush and paint the inside of your space, whatever color you want to make it, but be sure and paint all of it, don't leave any laps. What shape is your space? Are you painting it round or square or oblong or like a hexagon or an octagon? Would you run around

your space and let's see if we can get an idea of its shape. Now, how about painting the outside—big sweeping strokes, it's hard to get the top, isn't it?

"Get back inside your own space and point to a wall. Can you let your finger lead you to that wall and come back to your own space without touching anyone else? Good! Can you let another part of your body lead you to the wall and come back another way (skip, gallop, slide)? What other directions can you move? Move anywhere—your space will be there when you get ready to come back. Can everyone skip—can you skip another way? Try to skip lightly, try to skip real high—How can you slide? Good. Let's all slide 8 one way, 8 another—then 6-6, 4-4, 2-2. We decreased by 2 counts each time.

"Now go back to your own space and let's work on jumps. What do you have to do to jump high? That's right, bend ankles and knees when landing and extend them straight as you push up into the air. Can you jump backwards, forwards, sidewards, around? Use these figures and work out a jump movement that you like—6, 8, 4, 2, 4. (Maybe 6 forward, 8 backward, 4 around, 2 down low, 4 in place) Would you like to choose a partner and work out a jump movement? Good! Tomorrow we might like to work out some hopping or skipping movements. Would you like to practice at home?"

Movement Exploration Using Small Apparatus*

Sample beginning lesson—30 minutes
Small apparatus—Inflated balls of assorted sizes, bean bags, plastic perforated balls (fun balls), quoits, ropes, hoops, empty badminton cartons, used badminton shuttles.

The suggestions given are general and can be enlarged upon at the teacher's discretion depending on the response of the class.

1. Free play period.
2. Each student has a ball, bean bag, or quoit.
   a. Move around the room, making your ball, bean bag, or quoit move with you by throwing and catching or kicking.
   b. Throw the ball a little way ahead of you and catch it again before it reaches the ground. Now try the same thing, but throw the ball in another direction.
   c. Throw the ball into the air above you and sit down before you catch it. Try this the other way around.

*This material was written by Nora Chatwin, Department of Education, Ontario, Canada, and is used here with her permission.

d. Keep the ball off the floor using your feet, then other parts of your body.
e. Make your ball move on the floor using your feet, hands, etc.
f. Pick the ball up with your feet, standing, sitting, then catch it with your hands.
g. Push or roll your ball away from you with one foot, as far as you can, without losing control of it, then bring it back close to yourself with the other foot or another part of your body.
h. Find a partner near you and pass your balls to each other in as many ways as you can think of.
i. Stand level with your partner. Throw or roll the ball away from you--wait for it to stop moving, then race with your partner to pick it up.

3. Group work in small groups of four or five. Each group has *either* two hoops *or* two ropes and balls, bean bags, or quoits.
   a. Arrange the hoops (or the ropes) on the floor any way you like. In your group, think of and try out activities using the balls, bean bags, or quoits with the hoops (or ropes).
   b. Have two members of your group hold the hoops (or ropes) still in the air. Can you make yourselves and/or the apparatus move through the hoops (or ropes)?
   c. Now make your hoops (or ropes) move as well!

Primary to Intermediate Grades

1. Move—anywhere, any place, stop; move in different directions; different levels.
2. Move using different parts of body.
3. Make a bridge—sturdy; low; long; high.
4. Partners —"One make a bridge, other stand close by"
   —"Go under your partner's bridge without touching"
   —"Go over bridge without touching."
5. Bean Bags—"Show me what you can do" (They all throw high in the air.) Teacher could always use a "clap-clap" to stop group.
   Walking —"Carry it around the room any way you can think of"
   —"Try some other part of your body." (infinite variety)
   Jumping —"Put on floor by your own feet"—"Jump all around your bean bag"
   —"How can you make your jumps much lighter?"
   —"Try to make your jump lighter" (Pick out 1 or 2 to demonstrate—then have them try again)
   —"Jump over your bean bag"
   —(Have one child demonstrate jump)—"but stretch your body more"

—"Now can you develop a pattern into each jump?"
—"See this fellow" (have child demonstrate) "What is he doing?"—"He is twisting"
—"Ought to practice longer 'til we get better—if we had time."

Stretching —"Stretch and put your bean bag as far away from you as you can reach" — "Reach and bring it back" — "No throwing" — "Put it in a different direction"
—"Get into a different position, push it as far away as possible, reach ahead, get it back"
—"Put your foot on it and push it"—"Stand up and do the same."

Running —"Put it on the floor away from you" — "Run and jump over any bean bag that you see" — "Do not run into your neighbor"
—"Put away bean bags" — "Spread out."

Closing —"Make candle" — "When I light you, then I want you to melt until you become a loose, greasy spot on the floor."

Intermediate Grades

1. Jumping —"Jump into the air" — "What do we need to do to make a better jump?" — "Quieter" — "Watch the knee action of these two girls" — "They give—resiliency"
—"Now let's try to get twice as high" — "Make a stretch out of shape—with legs high in the air" — "What suggestions would you make to get better stretch or to stretch in a different way?"
—"Now let's jump in a tucked position"
—"Run and jump" — "Run and stretch" — "Run and jump and tuck."
2. Floor Positions—"Make your self very tight" (They curl up into a ball)
—"Stay steady"
—"Stretch out on floor as far as you can" — "Then curl up tight"
—"Stretch and tuck-up"
—"Tuck-up and roll" — "Keep your head tucked and try various rolls"
—"Stretch out and roll."
3. Rope Skipping—"Jump" — "Stretch out rope on floor—stand by one end—try 2 or 3 different ways of traveling along the rope" — "Watch 'George' — what part of his body is he using to help him?" — "His hands and his feet"
—"Now you try to use other parts of your body"

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—"Can you jump?" — "Can you use your hands and feet?" — "Transfer your weight from your hands to your feet—even momentarily (Some may do frog-jumps; some may do cartwheels)"
—"Can you crawl under your rope—use your hands to start it over your head?"

4. Balls —"Each obtain a ball" (7" playground size)
—"Can you move the ball on the floor with your feet?" (foot dribbling)
—"What other part of your body can you use to make it travel along the floor?" (head, feet first, elbow, knees, sideways)
—"Stand by your partner — one ball for two people"
—"How many different ways can you find to get your ball from partner to partner without losing control?"

5. Finish —"Do three highest jumps possible, then collapse on the floor."

Progression in Basic Movement[16]

It must be stated very clearly that there is no set sequence of activities that can be laid down for every teacher to follow. Where you go, how you go, and how far you go depends primarily upon the children, on your ability to observe them, together with your knowledge of them and of movement, as well as the situations in which you find yourself at any given moment.

Qualities Involved in Movement[17]

There are various physical qualities basic to all movement, and before we improve movement these qualities must be improved. An individual must possess agility, flexibility, strength and even endurance if he is to continue moving for a long period of time.

Agility is the ability to change directions or change direction of body parts *rapidly*. The elementary student utilizes agility while dodging and darting and while avoiding collisions with other students and with objects and equipment of the playing area. Agility can be improved if the following things are practiced.

1. Jump up and down—once, twice, several times.
2. Jump to your minimum height.

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[16]Patricia W. Tanner, "Movement Exploration" (mimeographed, Ohio State University, Columbus, Ohio).

[17]Mississippi Department of Education, *A Suggested Program of Physical Education for Elementary Schools*, Mississippi School Bulletin, 143, 50-56.

3. Jump to your maximum height.
4. Alternate your minimum and maximum height (once, twice, several times).
5. Vary the speed of 1-4.
6. Jump and turn the body in the air.
7. Select a spot on the floor—jump and land on the spot.
8. Arrange spots or chalk marks in any design and have students jump and land on each spot. Change directions.
9. Jump and change body parts in the air.
10. Hop on left foot (right foot).
11. Hop on two feet.
12. Run sideways.
13. Hop sideways.
14. Run backward.
15. Hop backward.
16. Run with hands on hips, shoulders, or head.
17. Hop with hands on hips, shoulders, or head.
18. Run with hands clasped in front of the body, in back.
19. Hop with hands clasped in front of the body, in back.
20. Skip with all variations.

Balance is the ability to maintain a body position against the force of gravity. In all movement balance must be utilized in order to keep students from falling. The teacher can assist students in developing balance by helping them experiment with balance.

Question students:

1. Can you balance on one part of the body?
2. Can you balance on two parts of the body?
3. Can you balance on three parts of the body?
4. Can you balance on four parts of the body?
5. Can you balance on five parts of the body?

Direct students:

6. Think of different ways to move and balance your body between each move.
7. Have students moving, and as they move clap your hands at unpredetermined intervals. Each time you clap have students FREEZE, thereby maintaining different body positions.

Flexibility is the ability to increase the range of motion at the joints. Flexibility is exhibited by children in all the stretching they do. The teacher can help the child develop flexibility in the following manner:

1. How many ways can you bend?
2. Why do some parts of your body bend while others do not?
3. Bend a little.
4. Bend a lot.
5 Bend something on the upper part of your body.

6. Bend to the right.
7. Can you make yourself stretch like a rubber band? Just a little further? What happens when you let go of the rubber band?
8. I'm all made of hinges
   And everything bends
   From the top of my neck
   Way down to the ends.
   I'm hinges in front
   And I'm hinges in back
   And I have to be hinges
   Or else I'd crack.
   I stretch and find it's fun;
   To reach and try to touch the sun.
   I bend and bend to touch the floor
   Until I can't bend anymore.

Strength is the ability to apply force and is developed when an overload is placed on the muscle. It is the physical quality that is a prerequisite to other physical qualities and is developed to a greater extent by the pushing and pulling movements. Imitation of various animals is an excellent way to develop strength.

Animal Imitations:

1. Seal Walk: In push-up position walk on hands, drag legs.
2. Frog Hop (all directions; increase distance of hop).
3. Mule Kick.
4. Inchworm Walk: Start on four, walk feet to hands, hands walk away from feet.
5. Lame Puppy Walk: Raise one foot in the air, walk on three.

Partners:

6. One partner ties self in knot by interlocking limbs and grasping body as tightly as possible. Partner attempts to untie knot. Change Partners.

Endurance is the ability to sustain an effort. The teacher can develop this quality by increasing the tempo and repetitions of the preceeding movements.

Creativity is a dynamic element within all children which makes it possible for them to do things which they never dreamed they could do.

Gladys Andrews' brief poem, *Bill of Rights*, perhaps expresses the need of creativity in youth better than pages of verbal dialogue ever could.

1880

Bill of Rights

Let me grow as I be
And try to understand why I want to grow like me;
Not like my Mom wants me to be,
Nor like my Dad hopes I'll be
Or my teacher thinks I should be.
Please try to understand and help me grow
Just like me!

When we combine creativity with movement we give students a chance to interpret life, to express feelings, and to develop maximum physical capacity. Throughout this chapter we are giving suggestions to stimulate the children's minds where thousands of ideas exist. The children will give you more suggestions than any adult's cluttered mind could ever create.

Simple instructions of how the different parts of the body works and how the body works as a whole should be given to the children in order for them to understand how they move.

Basic Movements as Children Describe Them

Walking —Going from one foot to the other.
Jumping —Taking off and landing on same two feet.
Hopping —Up in the air and back down again on the same one foot.
Running —Being in a hurry in the air.
Leaping —Going way up in the air, stretch out from one leg to the other.
Swinging —Going back and forth, side to side or up and down.
Stretching—Reaching, grow tall and wide.
Bending —Squeeze up small.
Pushing —Pushing lawn mower.
Pulling —Pulling wagon. Pulling dog on leash.
Turning —Head and legs going in opposite way.
Shaking —Wiggling, quivering of jello.
Bouncing —Going up and down on bed springs, on trampoline.

Teach students how to do these basic movements and let them practice each movement. The basic movements give the student the tools to create all types of combinations and series of movement.

Imagery for Exploring "The Jump"[18]

1. Jumping like popcorn, a frog, rabbit, kangaroo, puppet on a string, a jack-in-the-box.
2. Jumping as though dodging, reaching for an apple on a string, or on a tree.
3. Jumping like "Jack Be Nimble" or a cheerleader.

[18]*Ibid.*, p. 53.

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Imagery for Exploring "The Turn"[19]

1. Turn like a drill in wood, smoke curling from a fire, leaves blown by the wind, gears in a machine, a merry-go-round, an airplane propeller.
2. Spin like a skater on ice, a top, pin-wheel, record, plate on a stick, hula-hoop.

Imagery for Exploring "The Pull"[20]

1. Pull as though pulling a wagon; pull toy; light cord; rake; sled; a door open; kite; balloon; dog; window down; boots; sweater; weeds; a sheet over your head; a horse; a canoe; a boat, or a chair.

Imagery for Exploring "The Rock and Sway"[21]

1. Rock like a rocking horse, a rocking boat, a buoy marker bobbing on the waves.
2. Rock a part of your body to form a windshield wiper.
3. Sway like a stalk of corn, flag pole, or clump of bushes in a summer breeze; in a very strong wind.
4. Sway as you walk like Santa Clause, a fat man in the circus, a lame dog, an elephant, a giraffe.
5. Rock like a mechanical soldier, mechanical doll, robot.
6. Perform the sport skills in slow motion.

Suggested Creative Exercises:[22]

1. CLIMB A LADDER
   Position: Standing
   Action: Go through the motion of climbing a ladder, using alternate arm and leg movements.
2. GROW INTO A GIANT
   Position: Deep knee bend
   Action: Slowly rise to a full stand on toes, reaching toward the ceiling with fingertips.
3. BE A HELICOPTER
   Position: Standing, with arms overhead
   Action: Make circles overhead with both arms.
4. WALK LIKE AN ELEPHANT (around row)
   Position: Bend forward at the waist. Let arms hang down. Clasp hands together.
   Action: Shift weight from one foot to the other while swinging the arms from side to side.
5. WALK ON YOUR TOES (around row)
   Position: Standing, with feet placed 3-4 inches apart, toes pointing straight ahead.
   Action: Raise heels off the floor and walk in place. (REVERSE AND WALK ON HEELS)

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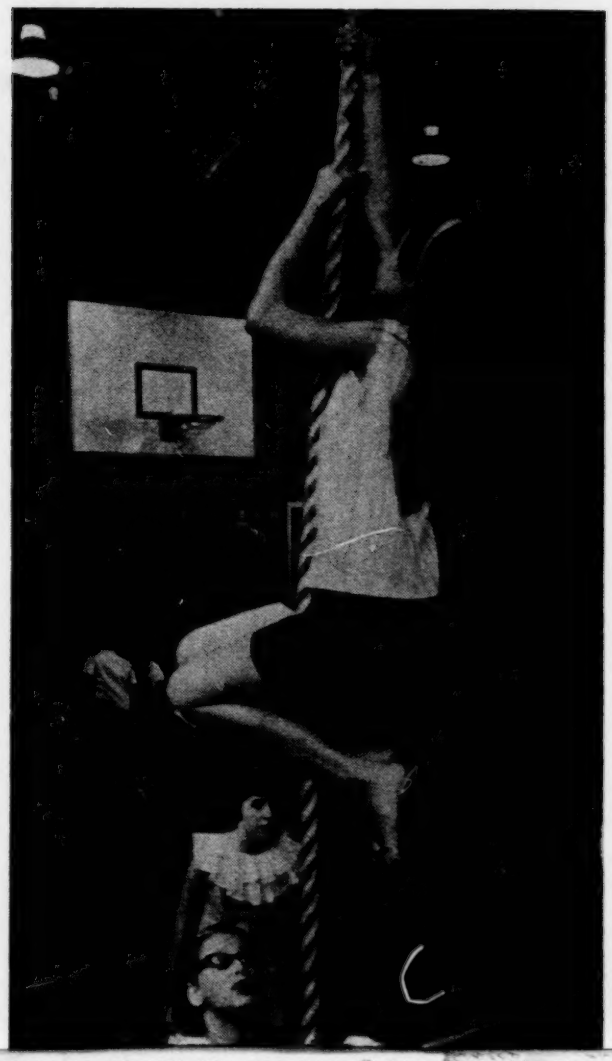
[19] *Ibid.*, p. 54.
[20] *Ibid.*
[21] *Ibid.*
[22] *Ibid.*

6. FLY LIKE A BIRD
   Position: Standing. Raise arms to side, shoulder high.
   Action: Using the arms as wings, fly like a bird.
7. SWIMMING
   Position: Standing.
   Action: Lean forward at the waist and do the over-arm stroke with the arms. (center, left, right).
8. ROWING
   Position: Sitting at your desk, facing forward, with feet flat on floor.
   Action: Reach forward over the top of your desk as far as you can go. Then lean back and pull your hands to your chest, extending your elbows as far back as you can.
9. HOPPING
   Position: Stand on one foot.
   Action: Hop on one foot. Repeat on other foot.
10. JUMPING
   Position: Stand on two feet, hands by sides, body rigid.
   Action: Jump in place on balls of feet. Very little knee bend. Work should be done primarily by the foot and ankle.

CHAPTER IX

PHYSICAL EDUCATION & RECREATION FOR THE ATYPICAL



School Responsibility

Schools have the responsibility to provide instruction in physical education for all children. In physical education, the emphasis on participation is given to the student who is considered to be above average in motor skill and physical fitness, but little attention is given to the under-achiever. It is, of course, just as wrong to neglect the superior student in planning the physical education program.

Highly Skilled

The highly skilled student is often not provided an opportunity to improve his skill or to participate with students who are his equal, due to the short time given to physical education.

It is recommended that programs be developed to meet the needs of the highly skilled.

—Programs could be scheduled before school, during the noon hour, or after school.

—Advanced skills, techniques of teamwork, and team strategy rather than a play period could be introduced.

—Opportunities to play with students of the same physical ability can be provided.

Physically Handicapped

Usually the physically handicapped child in physical education is excused from class or participation because it is felt he has no need for physical activity.

A well-developed physical education program will meet the needs of the child, whether his handicap be temporary or permanent. The basic aim of such a program is to adapt the activities to the interests and capabilities of the children, rather than to change or correct the handicap.

Considerations in developing a program are—

—Medical examination.

—Communication between the parent and physician.

—Cooperation between the parent and teacher.

—Making the child feel that he has a definite place in the physical education program.

—Providing an opportunity to succeed in some phase of the program.
—Segregating the handicapped child only when necessary.
—Proper supervision.
—Recognition of the child's limitations.

Mentally Retarded

"The philosophy and direction of programs for the mentally retarded (especially for the moderately retarded or trainable children) are changing. No longer are recreation and physical activities looked upon solely for the purpose of giving parents a break from constant babysitting. Play and recreation are essential to the education, training, and therapy of the mentally retarded. Through active participation in these activities there are gains in physical well-being, re-direction of drives, guidance in emotional development, re-shaping of habit patterns, and establishment of socially acceptable attitudes. Along with these therapeutic values, the retardate attains greater feelings of personal satisfaction and reaches higher levels of social maturity."[23]

Several considerations will help guide the teacher or administrator in working with the mentally retarded:[24]

1. The course of development of play interests in mentally retarded children is similar to that of normal children except that the rate of development is slower.
2. Mental age is an important guide in the determination of activities.
3. The basic play and recreation needs and interests of the retarded are not radically different from those of the non-retarded. They differ only in degree and in method of expression.
4. The most satisfactory activity is possible when the chronological and mental age differences in groups are kept within limits. The maximum mental age variation which can be dealt with satisfactorily appears to be three years.
5. The intellectual capacities are such that activities should have few rules, require little memorization of rules, strategy, or movement pattern, and stress concrete rather than abstract approaches.
6. Because of the need for more individual attention, small instructional groups are necessary.

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[23]Council for Exceptional Children and American Association for Health, Physical Education and Recreation; *Recreation and Physical Activity for the Mentally Retarded,* (Washington, D.C.: 1966), p. 23.

[24]Wyoming Department of Education; *Physical Education and Health Education for Wyoming Elementary Schools* (Cheyenne: The Department, 1967).

7. The program should be built upon the conviction that everyone is somebody.
8. Genuine praise and encouragement are indispensable in helping to create the type of learning set most conducive to achieving progress.
9. Guiding the individual through the correct actions (kinesthesis) of a specific skill can be highly effective in establishing more efficient patterns of movement.
10. Repetition, drill, and review of skills are needed more often than with the non-retarded.

Sample Letter to Parents on Adaptive Physical Education

(Use Letterhead for School System)

_____, 19____

Dear Parent:

In addition to the regular physical education program, the _____ School is offering an adaptive physical education program.

This program is designed to help children who have specific defects for which the physician has recommended specific physical education activities. The activity program has been planned cooperatively by the local medical association and the school's health and physical education committee.

The physical examination of your child, _____, indicates a condition of _____. As you know, such a condition, if neglected, will become more difficult to correct. Therefore, participation in this program is recommended.

Your signature below will insure your child's participation in this program. If you desire more information concerning this program, the principal or teachers will welcome a telephone call or a visit.

Sincerely yours,
Superintendent of Schools

.....

DATE: _____

PARENT'S SIGNATURE: _____

REMARKS:

CHAPTER X

SPECIAL EVENTS

Demonstrations, Play Days, Spring Festivals, May Days

Purpose

Play days offer many opportunities for boys and girls to participate with each other in a variety of activities that have been learned in the physical education program. This performance may also acquaint the public with the content and purposes of the physical education program.

Emphasis is upon participation for all.

The real spirit of true sportsmanship is developed through these wholesome activities. The social value of this play day is of great value.

Who?

If possible, everyone participates. If space and time does not permit all grade levels to participate, a plan should be developed for alternate year participation.

It is best to have as wide a grade range as possible in the program. A demonstration of only primary grades or only intermediate grades cannot have the variety that a six-year span affords.

When?

Spring. The time of day might be morning, afternoon or evening. The advantage of the evening hour is that more parents may be free to come. A disadvantage is that some children may have difficulty in getting transportation back to school.

Staging

Facilities and equipment should be available and in sound working condition before the activity program begins.

A group or team should be trained to provide the equipment when it is needed and to assist in any other phase of the program.

The type of activity and the formations of the groups should be varied from one number to the next.

Entrances and exits to an activity should be considered.

Use markings of some type to help children find their places.

Decorations, whether inside or outside, can be used to give a festival atmosphere.

Costumes

Interesting and colorful effects may be achieved through the

use of bright sashes or kerchiefs or hats made of construction paper. It is not necessary to have expensive costumes.

Organization

Everyone who has any responsibility should be given written directions for his part on the program.

An alternate date for the program should be decided on in case of inclement weather.

Preliminary Plans

1. Program Committee representation from each school, if combined. Students should be placed on the committee.
   A. Select activities.
   B. Assign duties, etc.
   C. Manage details (awards, officials, publicity, etc.).
2. Facilities-Equipment Committee
   A. Prepare the necessary facilities.
   B. Secure the necessary equipment and have it on hand when needed.
   C. Return all equipment to its proper place.

Program

The program of activities should represent the activities the children have learned in the physical education program, unless a special demonstration is given. A theme for the play day would assist in coordinating the activities. The program can include:

—An assembly or parade.
—Opening ceremonies.
—Organization of teams and stations.
—Activity program.
—Presentations of awards or closing.

Notes

When the program is over, the committees should make a list of all items that would improve the program for the following year.

Sample Notice of Demonstration

(Use Letterhead for School System)

MEMORANDUM

TO: Principals, Teachers, and Parent-Teacher Assn. Presidents
FROM: _____, Superintendent of Schools
_____, Health & Physical Ed. Supervisor
DATE: _____, 19____
SUBJECT: Annual Physical Education Demonstration

The annual physical education demonstration will be held Friday, May ____, at 12:30 p.m., at _____ School. In the event of rain, the demonstration will be held on Friday, May ____, at 12:30 p.m.

We are extremely anxious to provide the best physical education program possible for the boys and girls of this system. We feel that this physical education demonstration will serve as a great motivating influence and will increase interest on the part of boys and girls for taking physical education.

We sincerely hope that you will cooperate with us on this project as you have done in the past. Any information not included in the enclosed paragraphs will be sent to you upon request from your physical education teacher or may be obtained by calling this office.

Sample Announcement

COUNTY-WIDE PHYSICAL FITNESS DAY
FOR
ELEMENTARY SCHOOL STUDENTS

DATE:_____

TIME:_____

PURPOSE: To demonstrate the physical fitness ability of each boy and girl, and to serve as a culmination of the physical education program.

WHO: All boys and girls in the elementary schools who have completed their physicial education requirements.

WHERE: _____ School Athletic Field & Playground.

WHEN: (Date)_____ (Time)_____. In the event of inclement weather, the demonstration will be held on (Date)_____ (Time)_____.

AWARDS: Trophies will be presented to first, second and third place boys and girls at each grade level who score highest number of points.

EVENTS: Sit-up; Pull-up; Standing Broad Jump; 50-yard dash; Softball Throw; 600-yard Run-Walk.

IMPORTANT INSTRUCTIONS TO ALL PARTICIPANTS IN PHYSICAL FITNESS DEMONSTRATION

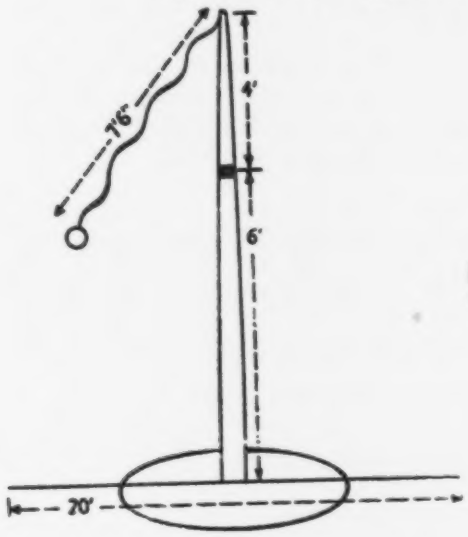
1. Participants must have the official score sheet to participate. The score sheet will be distributed by your home room teacher.
2. As tests are completed, have officials enter score and initial.
3. When all tests have been completed, take score sheet to official scoring table.

DIRECTIONS TO OFFICIALS

1. Circle score and points attained, initial and enter in total points column.
2. Officials' table will determine total score for all tests.

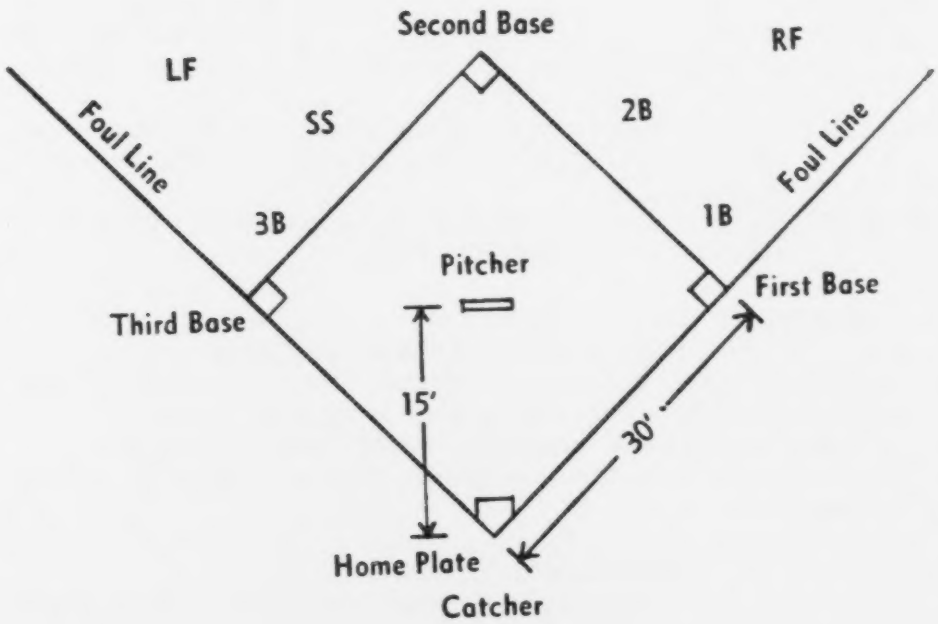
APPENDICES

Appendix A: Specifications and Dimensions

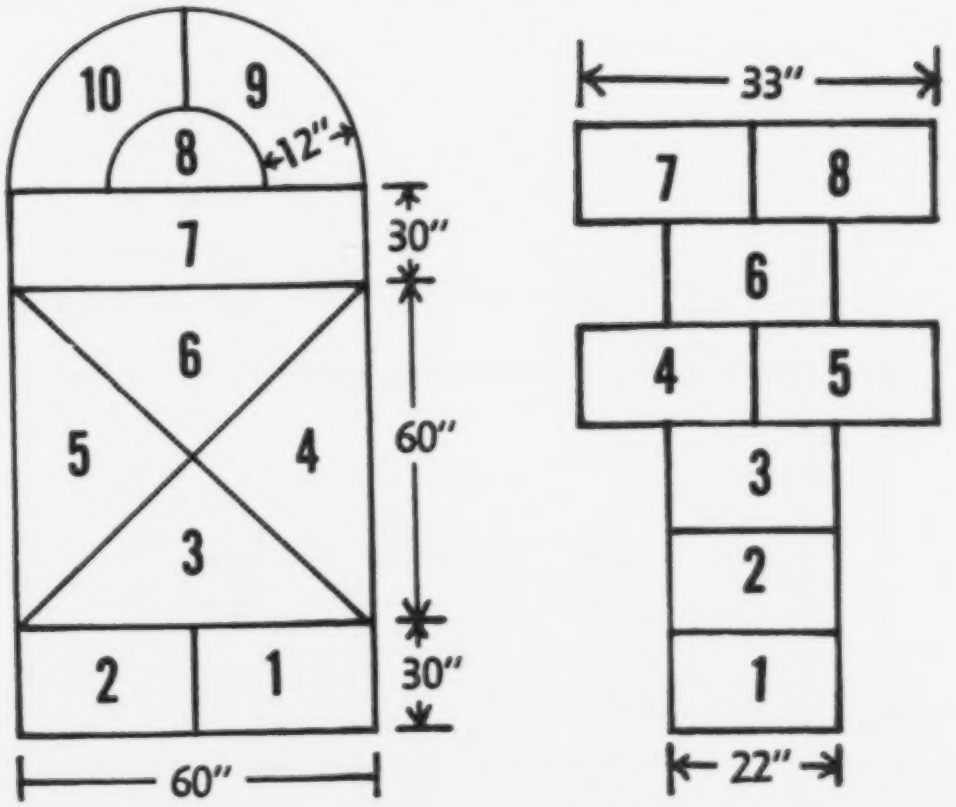


X Service Spot

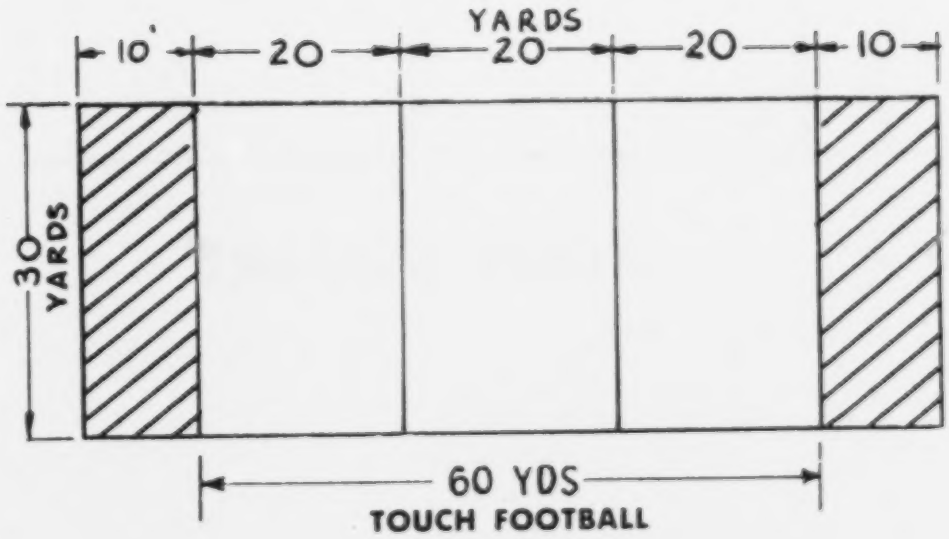
TETHER BALL
CF



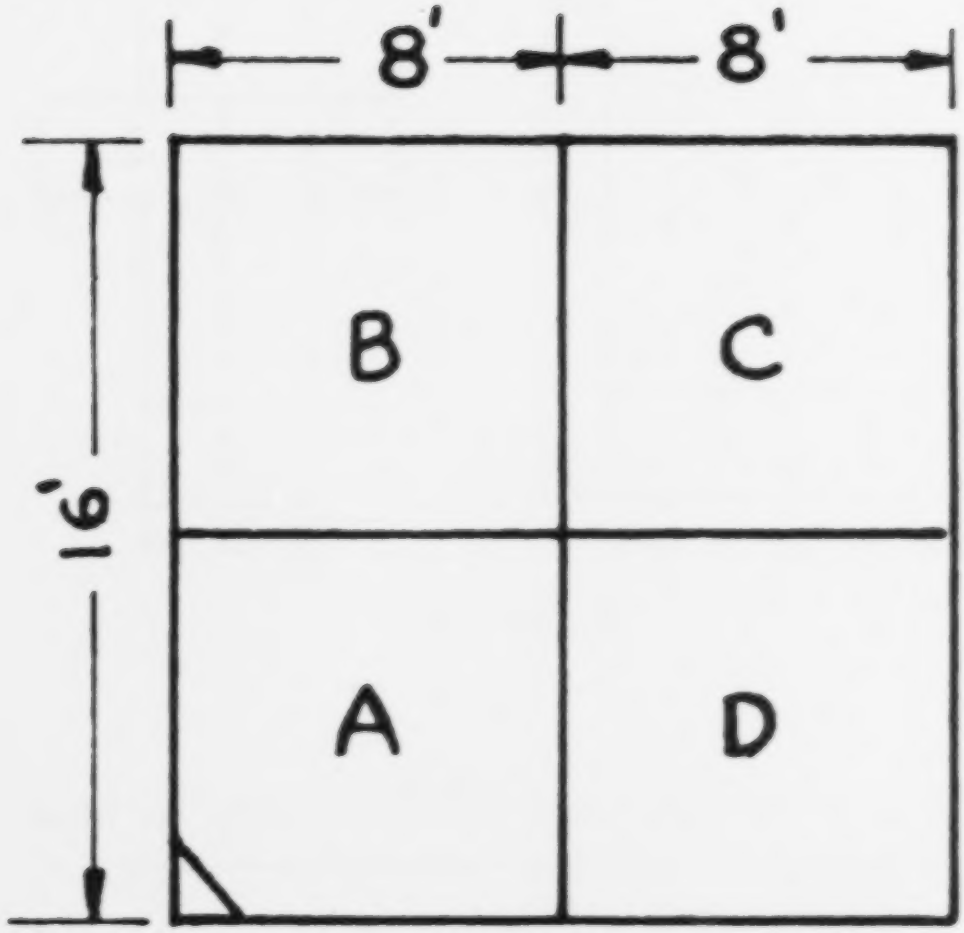
KICKBALL
100



HOPSCOTCH



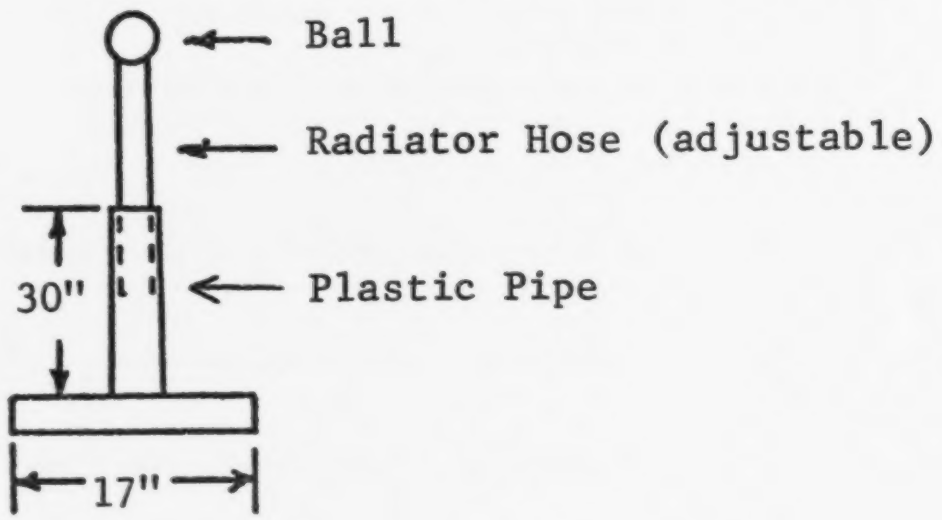
TOUCH FOOTBALL



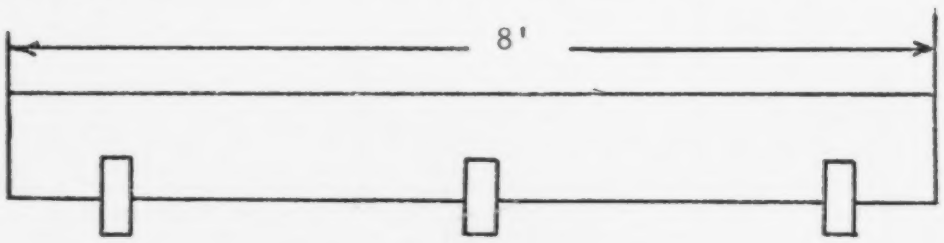
FOUR SQUARE

Appendix B: Self-made, Inexpensive Equipment

BATTING TEE



BALANCE BEAM

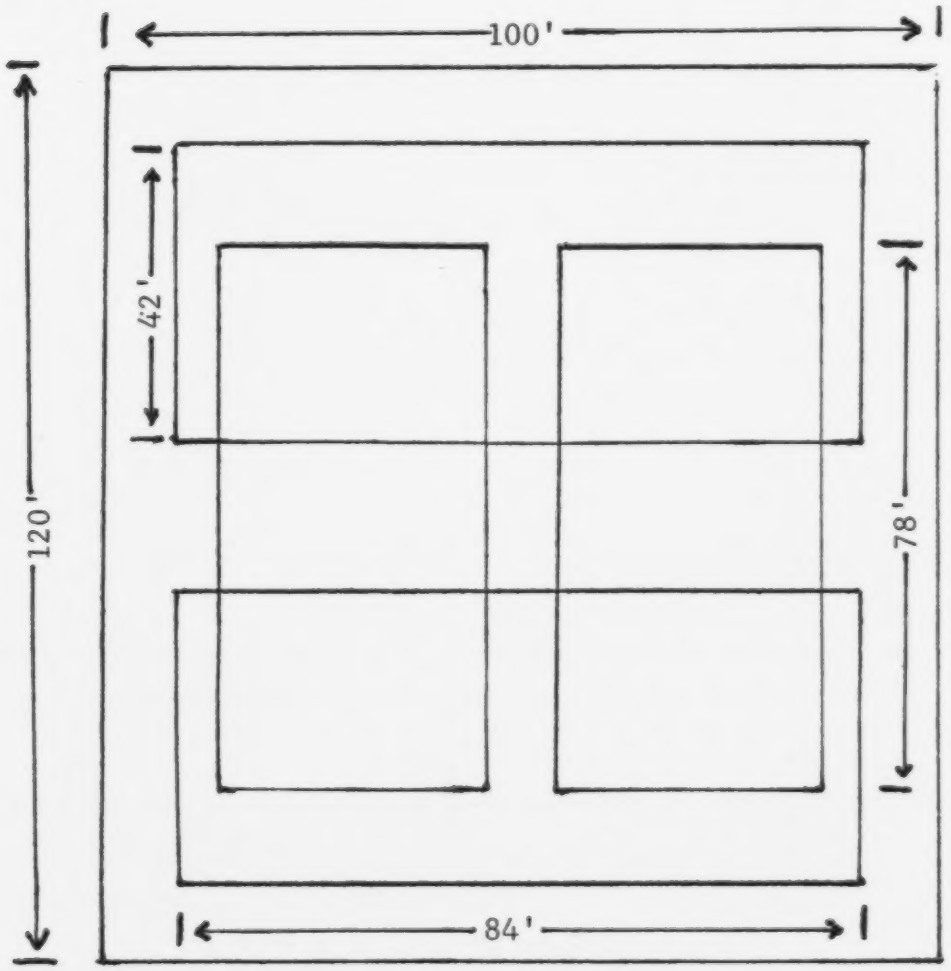


SIDE VIEW

Materials: 1 piece of wood—2" X 4" X 8'
3 pieces of wood—2" X 4" X 12"

Appendix C: A Suggested Hard-Surfaced, Multiple-Purpose Area

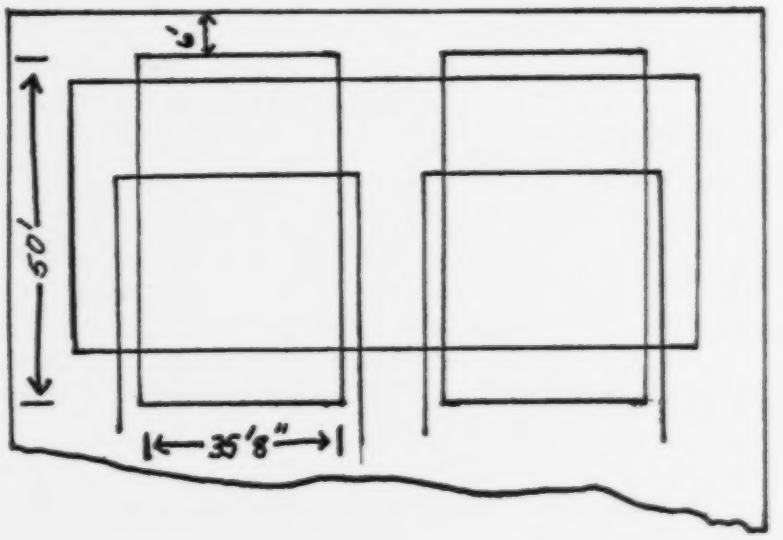
2 basketball courts running east-west 84′ X 42′;
2 tennis courts 78′ X 36′ (portable standards);
4 modified volleyball games (portable standards);
4 badminton and similar type games;
Shuffleboard areas may be placed along edges of the court;
Circle games, four square, etc., can be played on the court.



Markings:

Basketball courts, 2″ white
Volleyball courts, 1¼″ red
Tennis courts, 1″ yellow

Layout for 4 modified volleyball courts (2 courts shown).



Other half of area is similar to above.

Appendix D: Physical Fitness Screening Tests

Identification of Physically Underdeveloped Pupils*

TO PASS:

	Boys 10-13 years	Girls 10-17 years
PULL-UPS (Modified for Girls)	1	8
	Boys 10-17 years	Girls 10-17 years
SIT-UPS	14	10
	Boys 10-17 years	Girls 10-17 years
SQUAT THRUST	(3 in 10 seconds)	(4 in 10 seconds)

*A.A.H.P.E.R. *Youth Test*, 1201 Sixteenth Street, N.W.; Washington, D.C., 20036.

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Appendix E: A.A.H.P.E.R. Youth Fitness Test

The following tests can be used by schools of all types, large and small, urban and rural.

The seven-item test which follows also serves as the basis for the Presidential Physical Fitness Award. Teachers may obtain official application forms and complete information on the Presidential Awards program by writing to the Council, or to: Presidential Physical Fitness Awards, 1201 Sixteenth Street N.W., Washington, D. C. 20036.

1. Pullups (Boys)

Equipment—A horizontal or doorway gym bar, comfortable to grip.

Action —Grasp the bar with palms facing forward, with arms and legs fully extended. Feet must be free of floor.

—Pull body up with the arms until chin is placed over the bar. Lower body until the elbows are fully extended.

—Repeat the exercise as many times as possible.

Rules —The pull must not be a snap movement. Kicking the legs is not permitted.

—One complete pullup is counted each time the student places his chin over the bar.

BOYS

(Number of Pullups)

RATING	AGE			
	10	11	12	13
Excellent	8	8	9	10
Presidential Award	6	6	6	8
Good	5	5	5	7
Satisfactory	3	3	3	4
Poor	1	1	1	2

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Flexed Arm Hang (Girls)

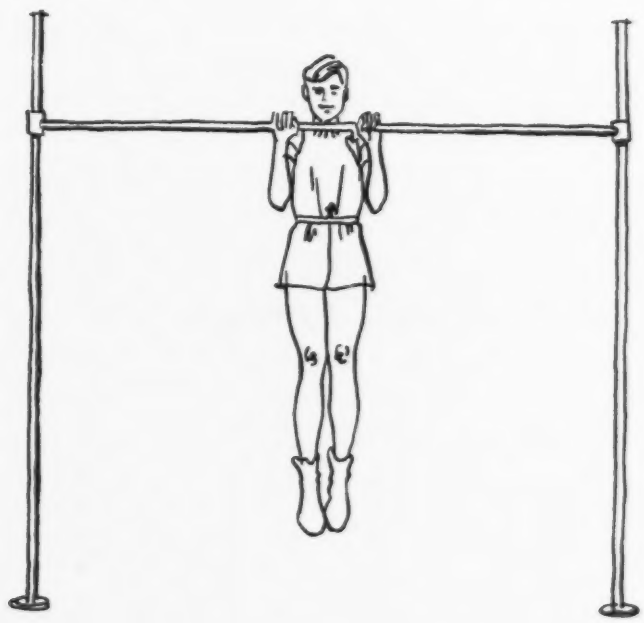
Equipment—A horizontal or doorway gym bar adjusted to approximately the student's height.
—A stopwatch.

Action —Overhand grasp, pull chin above bar and hold as long as possible.

Rules —Start timing as soon as student is in proper position and released by spotters.
—Score is time in seconds from when the student hangs unaided until his chin touches or falls below bar.

GIRLS
(In Seconds)

RATING	AGE			
	10	11	12	13
Excellent	31	35	30	30
Presidential Award	21	20	19	18
Good	18	17	15	15
Satisfactory	10	10	8	9
Poor	6	5	5	5



100

2. Sit-ups

Action—Student lies on back, fingers interlaced behind head, legs extended. Partner holds ankles down.

—Sit up, touch elbow to knee and return, keeping fingers behind head.

Rules —"Curl up," no pushing off with elbows, back flat on mat each time.

—Score is number of complete sit-ups.

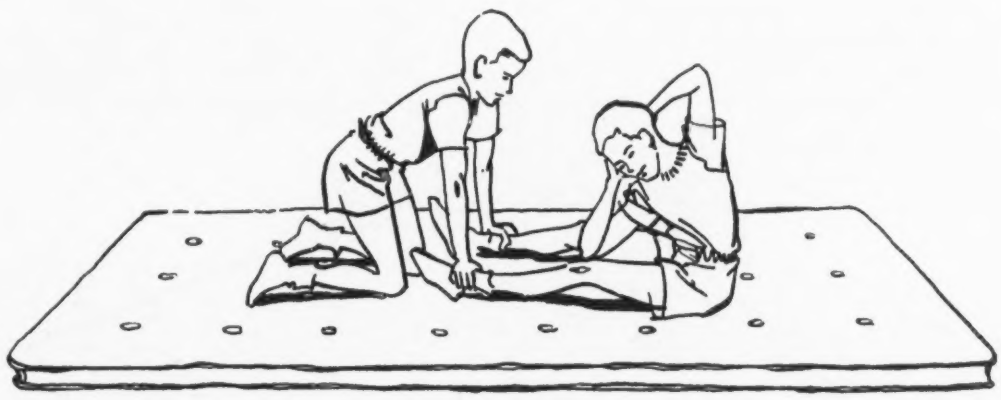
BOYS

(Number of Sit-ups)

RATING	AGE			
	10	11	12	13
Excellent	100	100	100	100
Presidential Award	100	100	100	100
Good	76	89	100	100
Satisfactory	50	50	59	75
Poor	34	35	42	50

GIRLS

Excellent	50	50	50	50
Presidential Award	50	50	50	50
Good	50	50	50	50
Satisfactory	39	37	39	38
Poor	26	26	26	27



0101

3. Shuttle Run

Equipment—Two blocks of wood (2″ X 2″ X 4″) or blackboard erasers may be used. Stopwatch.

—Mark two parallel lines 30 feet apart.

—Place blocks behind one of the lines.

Action —Students stand behind the line opposite the blocks.

—On "Go!" student runs down, picks up one block, runs back and places it behind starting line, runs down and picks up second block, runs back and carries it across starting line.

Rules —Score is time in seconds to the nearest tenth from "Go!" until he crosses finish line.

—Allow two trials. Record the better of the two trials.

—Disqualify any trial in which block is dropped or thrown.

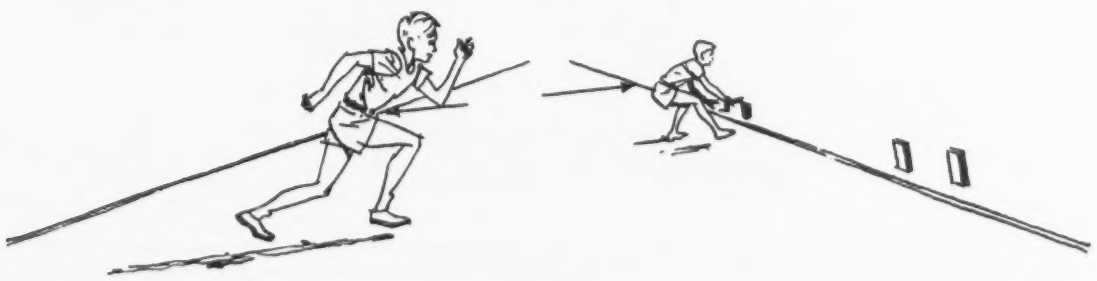
BOYS

(In Seconds to Nearest Tenth)

RATING	AGE			
	10	11	12	13
Excellent	10.0	10.0	9.8	9.5
Presidential Award	10.4	10.3	10.0	9.9
Good	10.5	10.4	10.2	10.0
Satisfactory	11.0	10.9	10.7	10.4
Poor	11.5	11.3	11.1	10.9

GIRLS

Excellent	10.0	10.0	10.0	10.0
Presidential Award	10.8	10.6	10.5	10.5
Good	11.0	10.9	10.8	10.6
Satisfactory	11.5	11.4	11.3	11.1
Poor	12.0	12.0	11.9	11.8



4. Standing Broad Jump

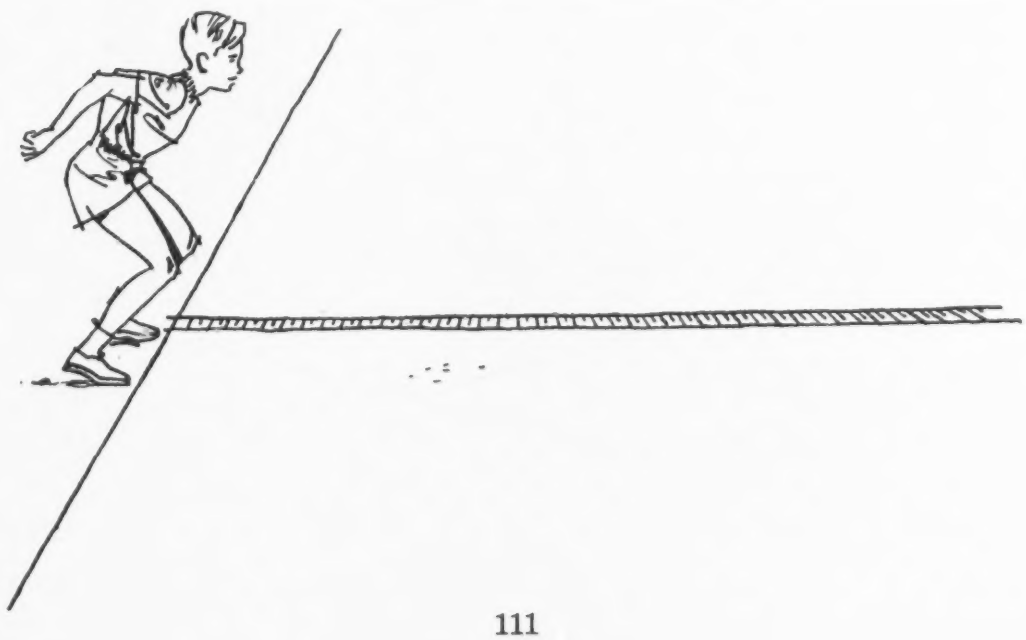
Equipment—Any level surface and tape measure.
Action —Toes behind take-off line with feet several inches apart.
—Bend knees and swing arms backward.
—Jump by extending legs and swinging arms forward.
Rules —Allow three trials.
—Measure from the take-off line to the heel or any part of the body that touches the surface nearest the take-off line.
—Record best of three trials in feet and inches to the nearest inch.

BOYS

RATING	AGE							
	10		11		12		13	
	Ft.	In.	Ft.	In.	Ft.	In.	Ft.	In.
Excellent	6	1	6	3	6	6	7	2
Presidential Award	5	8	5	10	6	2	6	9
Good	5	7	5	9	6	1	6	7
Satisfactory	5	2	5	4	5	8	6	0
Poor	4	10	5	0	5	4	5	7

GIRLS

	Ft.	In.	Ft.	In.	Ft.	In.	Ft.	In.
Excellent	5	8	6	2	6	3	6	3
Presidential Award	5	4	5	8	5	9	5	10
Good	5	2	5	6	5	8	5	8
Satisfactory	4	10	5	0	5	2	5	3
Poor	4	5	4	8	4	9	4	10



5. Fifty-Yard Dash

Equipment—Stopwatch.

Action —Pupil stands behind the starting line. The starter takes a position at the finish line with a stopwatch. He raises one hand preparatory to giving the starting signal. When the starter brings his hand down quickly and hits his thigh, the pupil leaves his mark. As the pupil crosses the finish line, the time is noted and recorded.

Rules —The score is the lapsed time between the starter's signal and the instant the pupil crosses the finish line.

—Record the time in seconds to the nearest tenth.

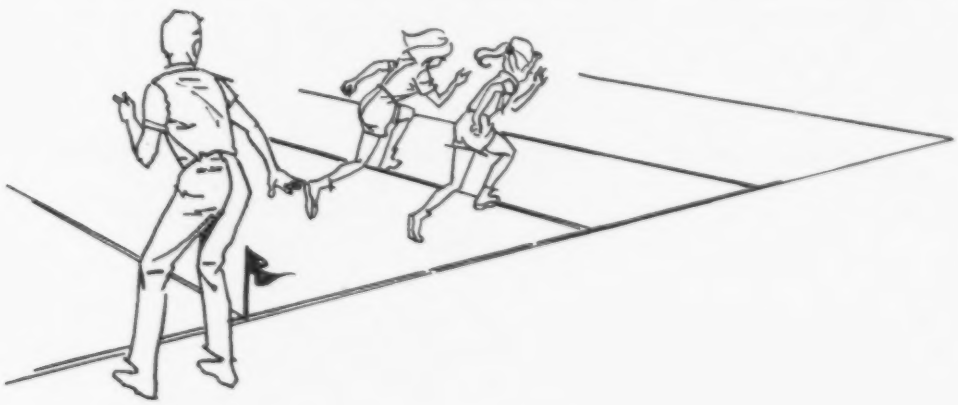
BOYS

(In Seconds to Nearest Tenth)

RATING	AGE			
	10	11	12	13
Excellent	7.0	7.0	6.8	6.5
Presidential Award	7.4	7.4	7.0	6.9
Good	7.5	7.5	7.2	7.0
Satisfactory	8.0	7.8	7.6	7.3
Poor	8.5	8.1	8.0	7.6

GIRLS

Excellent	7.0	7.0	7.0	7.0
Presidential Award	7.5	7.6	7.5	7.5
Good	7.7	7.7	7.6	7.6
Satisfactory	8.2	8.1	8.0	8.0
Poor	8.8	8.5	8.4	8.4



6. Softball Throw for Distance

Equipment—Softball (12 inch), tape measure, small metal or wooden stakes.
—A marked field, 5-yard intervals.

Action —Student stands between two restraining lines, six feet apart.
—Moving forward, the pupil throws the ball, overhand, from behind the restraining line.

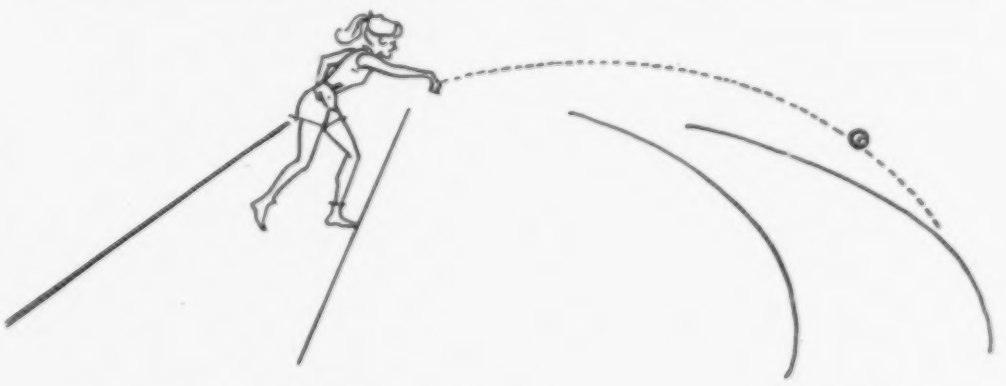
Rules —Only overhand throw may be used.
—Mark point where ball lands with one of the stakes.
—Three throws are allowed.
—Disqualify throw if pupil steps over restraining line.
—Measure and record the best of the three throws to the nearest foot.

BOYS
(In Feet)

RATING	AGE			
	10	11	12	13
Excellent	138	151	165	195
Presidential Award	122	136	150	175
Good	118	129	145	168
Satisfactory	102	115	129	147
Poor	91	105	115	131

GIRLS

Excellent	84	95	103	111
Presidential Award	71	81	90	94
Good	69	77	85	90
Satisfactory	54	64	70	75
Poor	46	55	59	65



7. 600-yard Run-Walk

Equipment—Stopwatch, and running area with designated starting and finish lines.

Action —On the signal, "Go!" the students start running the 600-yard distance (walking only if necessary).

Rules —Record the time in minutes and seconds.
—Walking is permitted, but the object is to cover the distance in the shortest possible time.

Note —It is possible to test several students at the same time.

BOYS

(In Minutes & Seconds)

RATING	AGE			
	10	11	12	13
Excellent	1:58	1:59	1:52	1:46
Presidential Award	2:12	2:08	2:02	1:53
Good	2:15	2:11	2:05	1:55
Satisfactory	2:26	2:21	2:15	2:05
Poor	2:40	2:33	2:26	2:15

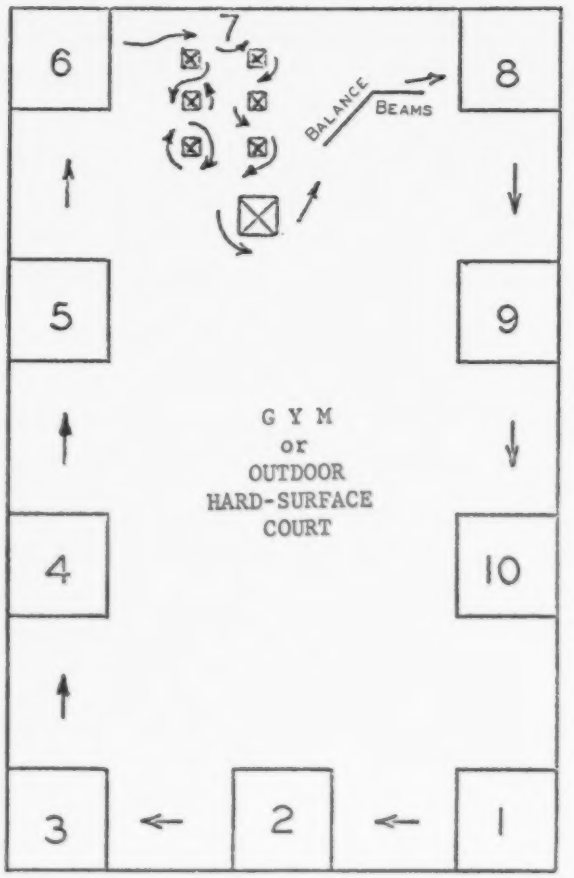
GIRLS

Excellent	2:05	2:13	2:14	2:12
Presidential Award	2:20	2:24	2:24	2:25
Good	2:26	2:28	2:27	2:29
Satisfactory	2:41	2:43	2:42	2:44
Poor	2:55	2:59	2:58	3:00

Appendix F: Sample Circuit for Physical Fitness (Grades 5-6)

REPETITIONS

1. Jog (a slow run) 15 sec.
   Body Benders—5
   Wing Stretchers—5
2. Squat Thrusts—5
3. Travel the Horizontal Bar
4. Step-ups:
   Boys—10
   Girls—7
5. Windmills—20
6. Hops—10
7. Obstacle Run
8. Push-ups:
   Boys—5
   Girls—6
9. Jumping Jacks
   Boys—12
   Girls—10
10. Sit-ups—15



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Appendix G: Interpretations of the School Health Code*

1. Two Attorneys General have ruled the Health and Physical Education Code has the force of the law. It is a State Board of Education regulation.

2. Religious belief is not justifiable reason for failure to comply with the provisions of the code. The Court of Appeals decision in the case of D. H. Mozier, et al., -vs- Barren County Board of Education should be read for further information on this subject.

3. Every student shall receive daily health instruction whether formal or informal.

4. Every student shall receive daily physical education, that is, participate in supervised and directed physical activities.

5. Medical excuses should state the extent to which a student may participate in physical activities.

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*Refer to *School Health Code;* State Board of Education Regulation 48.011; adopted March 28, 1961, under KRS Authority 156.160; supercedes regulation 48.010, formerly SBE 53-3. A copy of the *Code* may be obtained by writing the Division of Elementary & Secondary Education, Department of Education.

Appendix H: State Standards for Health & Physical Education

To help in further developing the physical education programs and to guide in the establishment of criteria for approving special instructional units in physical education, the State Board of Education approved and adopted, on June 23, 1955, "A Program of Standards for Health and Physical Education."* In part, these standards provide that:

1. Subject to the requirements of the law and other provisions, each school shall formulate and follow a curriculum outline designed for its own use.
2. Each school should formulate definite objectives which are measurable.
3. The school should be so equipped as to meet the needs of instruction in physical education.
4. A modified program should be provided for pupils who are unable to participate in the regular courses.
5. The physician making the examination should be required to sign the record card, make approved recommendations, and classify pupils—
   a. Pupils meeting all requirements of the examination for unlimited participation.
   b. Pupils unable to participate in regular courses should be assigned to restricted activity temporarily or permanently.
   c. Assignment to rest, restricted or individual activity, or excuse from normal physical education activity—for other than a temporary illness—should be approved by the school physician in consultation with the principal or physical education instructor.
   d. Pupils returning to strenuous activity in physical education and in interschool athletics should be approved by a physician prior to participation.
6. Physical education should be scheduled by grades in order to provide for a teaching progression within the total program.
7. Equal opportunities should be afforded both boys and girls in the use of facilities.
8. Opportunities should be provided for co-educational physical education activity.
9. Pupils in all classes should be dressed in appropriate costume or uniform.
10. Marks should be given in physical education in conformance with the policy for distribution of marks in other subjects.

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*A copy of the standards may be obtained by writing the Division of Elementary & Secondary Education, Department of Education.

Appendix I: Self-Evaluation Score Card

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

Evaluation Criteria for Physical Education (explanation of column headings)

0. Non-compliance; provisions missing or not functioning
1. Limited compliance
2. Partial compliance; adequacy of provisions questionable
3. Adequate compliance
4. Full compliance

The rating of zero or one would be *unsatisfactory;* a two represents the *borderline between unsatisfactory and satisfactory;* a three or four represents a *satisfactory* score. The scale should be applied to the standard under question and the estimate of degree of compliance indicated by placing a check (✓) in the appropriate column.

The needed improvements should be recorded under the proper heading. This list may then serve as a blueprint for improving the quality of services to students through physical education.

PHILOSOPHY

	0	1	2	3	4	Changes Needed & Action Necessary
1. Is there a written statement of the physical education philosophy of the school?						
2. Are administrative policies relating to the physical education program planned, written, and made available to all school personnel?						
3. Do physical education teachers adapt methods of instruction to different teaching situations?						
4. Is each student evaluation made in terms of his progress and achievement?						
5. Does the school attempt to provide a varied program of physical education regardless of whatever sub-standard conditions might exist?						
6. Is the program designed to meet the needs of youth by providing opportunity for vigorous muscular activities?						
7. Is there an intramural program planned to provide opportunities for all to participate?						
8. Is the welfare of the participant at all times an essential concern of the program?						
9. Is there a planned public relations program for interpreting the physical education program to the community?						
10. Is a concentrated effort made to use all available school and community resources?						
11. Is there continuous evaluation of the program aimed at improvement in terms of accomplishing school objectives?						
TOTALS						

Possible Score = 44 points
Actual Score = ____ points

PROGRAM ORGANIZATION AND PROCEDURES

	0	1	2	3	4	Changes Needed & Action Necessary
1. Is a thirty-minute (minimum) physical education period provided daily for all children?						
2. Are minimum and maximum teaching loads for the physical education teacher the same as those for the classroom teacher?						
3. Is a physical education specialist available? If there is:						
a. Does he coordinate the physical education program?						
b. Is time allotted for planning with the classroom teacher?						
4. Are pupils given the opportunity to help choose, evaluate, and plan their activities?						
5. Is opportunity provided for each child to achieve some measure of success during each physical education period?						
6. Do teachers limit disciplinary measures to action other than restriction from physical education activities?						
7. Is a medical excuse required for children who cannot participate regularly in the daily physical education program?						
8. Are provisions made for children who are temporarily or permanently restricted from participating in the regular program of phyical education?						
9. Has the child's adapted program been approved by his physician?						
10. Are activities constantly supervised to avoid possible accidents from unnecessary roughness and other hazards?						
11. Are there separate areas on the playground where various groups of children may play in safety, without interference from other groups of children?						
12. In case of injury, is first aid readily available and promptly given by a qualified person?						
13. Are accurate records kept and data from accident reports used in planning the physical education program?						
TOTALS						

Possible Score = 60 points
Actual Score = ____ points

PERSONNEL

	0	1	2	3	4	Changes Needed & Action Necessary
1. Is the person responsible for teaching physical education specifically trained in this area?						
2. Do the classroom teacher and the specialist work cooperatively in planning the physical education program?						
3. Are there any provisions for in-service education?						
4. Have all teachers had instruction in safety and first aid?						
5. Are teachers informed with respect to legal liability concerning accidents?						
6. Does the principal make provisions for the teacher to observe other elementary school physical education programs?						
7. Are professional elementary physical education resource materials available for use in all activities for program planning?						
8. Do the specialists belong to professional organizations in Health, physical education, and recreation.						
TOTALS						

Possible Score = 32 points
Actual Score = ____ points

PROGRAM

	0	1	2	3	4	Changes Needed & Action Necessary
1. Does the course of study include written aims and objectives designed to contribute to the education of all children?						
2. Is the outline of the total physical education program on file in the administrative and supervisory offices of the county or independent district?						
3. Is the course of study evaluated periodically and revised accordingly?						
4. Does the program include activities from the following areas:						
a. Directed play?						
b. Small group games?						
c. Large group games?						
d. Team games?						
e. Body mechanics?						
f. Rhythmic activities?						
g. Stunts and tumbling?						
h. Apparatus activities?						
i. Self-testing activities?						
j. Individual and dual activities?						
k. Classroom games?						
l. Movement exploration?						
5. Do the activities in the program provide satisfying experiences for the children?						
6. Do these activities provide for an increased knowledge of the skills involved?						
7. Does the program of activities provide for sequential development.						
TOTALS						

Possible Score = 72 points
Actual Score = ____ points

FACILITIES, EQUIPMENT, AND SUPPLIES

	0	1	2	3	4	Changes Needed & Action Necessary
1. Is the auditorium, cafeteria, or any large vacant room available, when needed, for activities suitable to its use?						
2. Can the classroom be used on rainy days or at other times when the need arises?						
3. Is the play area for the primary children separated from that of the intermediate children?						
4. Is play apparatus definitely separated from other established play areas?						
5. Do the teachers plan for effective use of available facilities?						
6. Are the play areas so designed that a teacher can supervise more than one group at a time?						
7. Are all facilities maintained properly by a designated person other than the teacher or a child?						
8. Are adequate facilities provided for storage of equipment for daily use and for off-season storage?						
9. Wherever traffic or other hazards exist adjacent to the playground, is the playground protected by a fence at least five feet high?						
10. Is effective use made of available community facilities in addition to school facilities?						
11. Are there sufficient funds set aside in the regular school budget for equipment and supplies?						
12. Are faculty members involved in planning the purchase, use, and repair of physical education equipment and supplies?						
13. If the Parent-Teacher Association or any other organization has available funds for school use, does the physical education department share in the allocation of the funds?						
14. Are the equipment and supplies purchased in accordance with inventory and anticipated needs?						
15. Are bulletin boards, charts, pictures, and other visual aids used as part of the program?						
TOTALS						

Possible Score = 60 points
Actual Score = ____ points

PUBLIC RELATIONS

	0	1	2	3	4	Changes Needed & Action Necessary
1. Is the atmosphere in the class such that the teacher and students respect one another?						
2. Does the public relations program involve parents, teachers, and children?						
3. Is a consistent effort made to interpret the program to the public?						
4. Does the teacher participate in community affairs?						
5. Is there willing cooperation with other faculty and school personnel?						
6. Does the school share physical education facilities with the community?						
7. Does the community share its facilities with the school?						
8. Are there opportunities for parents, teachers, and children to participate together?						
TOTALS						

Possible Score = 32 points
Actual Score = ____ points

SUMMARY

	AREAS	POSSIBLE SCORE	ACTUAL SCORE
Part I.	PHILOSOPHY	44	_____
Part II.	PROGRAM ORGANIZATION & PROCEDURES	60	_____
Part III.	PERSONNEL	32	_____
Part IV.	PROGRAM	72	_____
Part V.	FACILITIES, EQUIPMENT, & SUPPLIES	60	_____
Part VI.	PUBLIC RELATIONS	32	_____
	TOTALS:	300	_____

NEEDED IMPROVEMENTS:

Appendix J: Pupil's Health Appraisal Record

1. NAME _____ (Last / First / Middle) DATE OF BIRTH _____ (Month / Day / Year)

2. PARENT OR GUARDIAN _____ ADDRESS _____

3. IN CASE OF EMERGENCY CALL _____ (Name) _____ (Telephone No.)

4. FAMILY PHYSICIAN _____ 5. FAMILY DENTIST _____

6. PREVIOUS OR EXISTING DISEASES & CONDITIONS	7. FAMILY HISTORY OF TUBERCULOSIS, EPILEPSY, DIABETES, OTHER	8. IMMUNIZATIONS AND TESTS	SERIES (date)	BOOSTER (date)
Allergies		Diphtheria		
Convulsions		Tetanus		
Diabetes		Polio		
Polio		Typhoid		
Rheumatic fever		Smallpox		
Other		Other		
		Tuberculin test		

9. TEACHER'S OBSERVATIONS. (V Indicate other than normal)

	School year															
	Month checked															
	Excessive absenteeism															
General Appearance	Does not appear well															
	Tires easily															
	Poor posture															
	Abnormal gait															
	Pallor															
	Skin eruptions															
	Overweight--Underweight															
	Personal hygiene															
Eyes	Styes or crusted lids															
	Inflamed--watery															
	Crossed															
	Excessive blinking															
	Frequent headaches															
	Reads too close--too far															
Ears	Discharge from ear															
	Inattentive															
	Does not hear well															
	Anxious expression															
Nose & Throat	Mouth breather															
	Frequent sore throats															
	Recurrent colds															
	Frequent nose bleeds															
Mouth	Poor dental hygiene															
	Gross tooth decay															
	Sores or cracks of lips															
Behavior	Shy-withdrawn															
	Overly aggressive															
	Immature															
	Unhappy and depressed															
	Nervousness--restlessness															
	Nail biting															
	Excessive use of toilet															
	Speech defect															

10. TEACHER'S AND NURSE'S NOTES ON OBSERVATIONS

I S 32

Appendix K: MEDICAL EXAMINATION FORM

NOTE TO STUDENT AND PARENT

We will appreciate your cooperation in helping to improve and promote the school health program. Each student's health is important and greatly influences his educational progress.

The State Board of Education requires a medical examination upon or prior to entrance to school and at least every four years thereafter. Additional examinations are required if any defect is suspected while the child is in school. Each student should be seen regularly by his physician for complete examinations throughout the school period.

PLEASE COMPLETE THE IDENTIFYING INFORMATION, THE RECORDS OF HISTORY AND IMMUNIZATIONS AND TAKE THIS FORM TO YOUR PHYSICIAN AT THE TIME OF EXAMINATION.

IDENTIFYING INFORMATION

Name of student_____ Date of birth_____

Name of school_____ Grade_____

Parent or guardian_____ Address_____

In case of emergency call_____ Tel. No._____

Family physician_____ Family dentist_____

PREVIOUS OR EXISTING DISEASES AND CONDITIONS	FAMILY HISTORY OF TUBERCULOSIS, EPILEPSY AND DIABETES
Allergies	
Convulsions	
Diabetes	
Polio	
Rheumatic fever	
Other	

RECORD OF IMMUNIZATIONS	SERIES date			BOOSTER date		
Diphtheria						
Tetanus						
Polio						
Typhoid						
Smallpox						
Other						

NOTE TO PHYSICIAN

Please verify the personal health history and the record of immunizations given above. Record immunizations given at time of visit. Complete the recommendations to the school as requested on the reverse side of the form. This form, as soon as completed, should be returned to the school by the student, or it may be mailed to the Principal.

MEDICAL EXAMINATION (✓if normal - X if abnormal)

General appearance_____	Nose and throat_____	Blood pressure_____
General nutrition_____	Mouth_____	Pulse_____
Posture_____	Teeth and gums_____	Abdomen_____
Height and weight_____	Glands_____	Genitalia_____
Skin_____	Breasts_____	Bones and muscle_____
Scalp_____	Lungs_____	Nervous system_____
Eyes and lids_____	Heart_____	Emotional problems_____
Ears_____	Murmurs_____	Other_____

TESTS (Indicate tests administered)

Tuberculosis_____	Histoplasmos's_____	Urine_____
Blood count_____	Other_____	Other_____

Medical Examination Form (Cont.)

PHYSICIAN'S RECOMMENDATIONS — REMARKS

Is pupil physically capable of carrying a full program of school work? Yes___ No___

Should there be restrictions on up and down stair travel? Yes___ No___

Is special seating recommended? Yes___ No___

Does pupil have any uncorrectable defects? Yes___ No___

Is there evidence of emotional upset? Yes___ No___

Is there need for dietary corrections? Yes___ No___

Would a home visit by the nurse be desirable? Yes___ No___

Does pupil require continuing medical treatment? Yes___ No___

RECOMMENDATIONS TO SCHOOL ON MEDICAL FINDINGS

OTHER RECOMMENDATIONS (Indicate need for psychiatric, EENT. medical or surgical care)

CLASSIFICATION FOR PHYSICAL EDUCATION ACTIVITY — REMARKS ON LIMITATIONS

CODE (Indicate code number in block)

I Unlimited activity
II Slightly modified—under observation
III Definitely restricted, i.e., cardiac, convalescent, etc.
IV Individual physical education
V Rest

SIGNED _____ (Physician) _____ (Date)

OFFICE ADDRESS _____ (Street, City, Zone) _____ (Tel. No.)

Kentucky Department of Education — IS-33

SAMPLE ACCIDENT REPORT FORM

_____ Elementary School

1. Name _____ Sex____ Age____ Grade____
2. Parents' Name _____ Home Phone_____
   Home Address _____ Zip Code_____
3. Date, Time of Accident (day of week) _____
4. Nature of Injury _____
   Part of Body That Was Injured _____
5. Cause of Injury _____
6. Location of Accident _____
7. Was the child supervised? _____
   By whom? _____
8. Please Check—
   Unsafe Act _____
   Unsafe Mechanical or Physical Condition _____
   Unsafe Personal Factor _____
9. Date of Report _____
10. Report Prepared by: _____
    Signature & title
    Principal's Signature _____

PHYSICIAN'S PHYSICAL EDUCATION REPORT

_____ Elementary School
_____, Kentucky _____

To Dr.: _____ Date: _____

In regard to the physical education activities of your patient, _____, we shall appreciate your cooperation in filling out this blank and returning it at your earliest convenience to: _____.

Pupils registered in Kentucky schools are required by school law to attend courses of instruction in physical education. These courses are to be adapted to meet the needs of the individual pupil. Thus a pupil who is unable to participate in a complete program, due to a specific physiological condition, should have his program modified to meet and/or improve his condition.

The above named patient has the following condition(s):

_____ _____ _____

I recommend the following: (check appropriate item or items)*

_____ 1. Unrestricted activity—full participation in physical education and athletic activities.
_____ 2. Moderate restriction—participation in designated physical education and athletic activities.
_____ 3. Severe restriction—participation in only a limited number of events at a low level of activity.
_____ 4. Reconstructive or rehabilitative—participation in a prescribed program of corrective exercises or adapted activities.

I recommend the adaptation for: ____weeks, ____months, ____school year.

Signature _____ Address _____
zip code

_____

*"Classification of Students for Physical Education;" Journal of the American Medical Association, January 23, 1967, Vol. 199, No. 4.

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RECORD SOURCES

American Squares
121 Delaware Street
Woodbur, New Jersey

Folkraft Records
7 Oliver Street
Newark, New Jersey

Ginn and Company
165 Luckie Street, NW
Atlanta 3, Georgia

Educational Activities, Inc.
Honor Your Partner
Freeport, New York

Honor Your Partner Records
Square Dance Associates
102 North Columbus Avenue
Freeport, New York

U. S. Junior Chamber of Commerce
"Chicken Fat"
Tulsa, Oklahoma

Methodist Publishing House
Nashville, Tennessee

AUDIO-VISUAL AIDS

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Office of Health & Physical Education
Kentucky Department of Education
Frankfort, Kentucky 40601